BOWDOIN COLLEGE

2005–2006 CATALOGUE

BRUNSWICK, MAINE

AUGUST 2005

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SIGILLUM COLLEGII BOWDOIN ★ 1794

BRUNSWICK, MAINE

AUGUST 2005

In its employment and admissions practices, Bowdoin is in conformity with all applicable federal and state statutes and regulations. It does not discriminate on the basis of age, race, color, sex, sexual orientation, marital status, religion, creed, ancestry, national and ethnic origin, or physical or mental handicap.

The information in this catalogue was accurate at the time of publication. However, Bowdoin College reserves the right to make changes at any time to any of the information, without prior notice, including but not limited to course offerings, degree requirements, regulations, policies, procedures, and charges. The College provides the information herein solely for the convenience of the reader, and to the extent permissible by law, expressly disclaims any liability that may otherwise be incurred.

In compliance with the Campus Security Act of 1990, Bowdoin College maintains and provides information about campus safety policies and procedures and crime statistics. A copy of the report is available upon request.

For the NESCAC Statement Regarding Alcohol, please see page 275.

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College Calendar

Unless otherwise indicated, regular class schedules are in effect on holidays listed.

204th Academic Year

2005

August 23–27, Tues.-Sat.	Pre-Orientation Trips
August 27, Saturday	College housing ready for occupancy for first-year students only, 8:00 a.m.
August 27–31, Sat.-Wed.	Orientation
August 30, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
August 31, Wednesday	Opening of the College—Convocation, 3:30 p.m.
September 1, Thursday	Fall semester classes begin, 8:00 a.m.
September 5, Monday	Labor Day; classes in session (College holiday, many offices closed)
September 17, Saturday	Common Good Day
September 22–24, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
October 4, Tuesday	Ramadan begins at first light
October 3–5, Mon.-Wed.	Rosh Hashanah, begins at sunset on Oct. 3 and concludes at sunset on Oct. 5
October 7, Friday	Fall vacation begins after last class. Note: Columbus Day is Monday, Oct. 10
October 12, Wednesday	Fall vacation ends, 8:00 a.m.
October 12–13, Wed.-Thurs.	Yom Kippur, begins at sunset on Oct. 12 and concludes at sunset on Oct. 13
October 13–15, Thurs.-Sat.	Meetings of the Board of Trustees*
October 14–16, Fri.-Sun.	Homecoming Weekend
October 28, Friday	Sarah and James Bowdoin Day
October 28–30, Fri.-Sun.	Parents Weekend
November 3, Thursday	Ramadan ends at last light
November 23, Wednesday	Thanksgiving vacation begins, 8:00 a.m.** (Nov. 23–25: College holidays, many offices closed)
November 28, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 9, Friday	Last day of classes
December 10–13, Sat.-Tues.	Reading period
December 14–19, Wed.-Mon.	Fall semester examinations
December 20, Tuesday	College housing closes for winter break, noon
December 23, Friday	Christmas Eve Holiday—observed (College holiday, many offices closed)
December 26, Monday	Christmas Holiday—observed (College holiday, many offices closed)
December 30, Friday	New Year's Eve Holiday—observed (College holiday, many offices closed)

2006

January 2, Monday	New Year's Holiday—observed (College holiday, many offices closed)
January 16, Monday	Martin Luther King, Jr. Day (College holiday, many offices closed)
January 21, Saturday	College housing available for occupancy, 8:00 a.m.
January 23, Monday	Spring semester classes begin, 8:00 a.m.

February 9–11, Thurs.-Sat.	Meetings of the Board of Trustees
February 20, Monday	Presidents' Day; classes in session (College holiday, many offices closed)
March 10, Friday	Spring vacation begins after last class
March 11, Saturday	College housing closes for spring vacation, noon
March 25, Saturday	College housing available for occupancy, 8:00 a.m.
March 27, Monday	Spring vacation ends, 8:00 a.m.
March 30–April 1, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
April 12–20, Wed.-Thurs.	Passover, begins at sunset on April 12 and concludes at sunset on April 20
April 14, Friday	Good Friday
April 16, Sunday	Easter
May 10, Wednesday	Last day of classes; Honors Day
May 11–14, Thurs.-Sun.	Reading period
May 11–13, Thurs.-Sat.	Meetings of the Board of Trustees
May 15–20, Mon.-Sat.	Spring semester examinations
May 21, Sunday	College housing closes for non-graduating students, noon
May 26, Friday	Baccalaureate
May 27, Saturday	The 201st Commencement Exercises
May 27, Saturday	College housing closes for graduating students, 6:00 p.m.
May 29, Monday	Memorial Day (College holiday, many offices closed)
June 1–4, Thurs.-Sun.	Reunion Weekend
July 4, Tuesday	Fourth of July Holiday (College holiday, many offices closed)

Notes:

Regular class schedules are in effect on holidays listed unless otherwise noted. Staff should check with supervisor to determine if office is closed.

* No formal activities of the Board will take place until the end of Yom Kippur.

** Wednesday, November 23, classes will be rescheduled on a class-by-class basis by the course instructor.

205th Academic Year (Proposed Schedule— SUBJECT TO CHANGE)

2006

August 22–26, Tues.-Sat.	Pre-Orientation Trips
August 26, Saturday	College housing ready for occupancy for first-year students only, 8:00 a.m.
August 26–30, Sat.-Wed.	Orientation
August 29, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
August 30, Wednesday	Opening of the College—Convocation, 3:30 p.m.
August 31, Thursday	Fall semester classes begin, 8:00 a.m.
September 4, Monday	Labor Day; classes in session (College holiday, many offices closed)
September 16, Saturday	Common Good Day
September 23, Saturday	Ramadan begins at first light
September 22–24, Fri.-Sun.	Rosh Hashanah, begins at sunset on Sept. 22 and concludes at sunset on Sept. 24

September 28–30, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
October 1–2, Sun.-Mon.	Yom Kippur, begins at sunset on Oct. 1 and concludes at sunset on Oct. 2
October 6, Friday	Sarah and James Bowdoin Day
October 6–8, Fri.-Sun.	Parents Weekend. Note: Columbus Day is Monday, Oct. 9
October 13, Friday	Fall vacation begins after last class
October 18, Wednesday	Fall vacation ends, 8:00 a.m.
October 19–21, Thurs.-Sat.	Meetings of the Board of Trustees
October 20–22, Fri.-Sun.	Homecoming Weekend
October 22, Sunday	Ramadan ends at last light
November 22, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (Nov. 22–24: College holidays, many offices closed)
November 27, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 8, Friday	Last day of classes
December 9–12, Sat.-Tues.	Reading period
December 13–18, Wed.-Mon.	Fall semester examinations
December 19, Tuesday	College housing closes for winter break, noon
December 25, Monday	Christmas Holiday (College holiday, many offices closed)
December 26, Tuesday	Christmas Holiday—observed (College holiday, many offices closed)
2007	
January 1, Monday	New Year's Holiday (College holiday, many offices closed)
January 2, Tuesday	New Year's Holiday—observed (College holiday, many offices closed)
January 15, Monday	Martin Luther King, Jr. Day (College holiday, many offices closed)
January 20, Saturday	College housing available for occupancy, 8:00 a.m.
January 22, Monday	Spring semester classes begin, 8:00 a.m.
February 8–10, Thurs.-Sat.	Meetings of the Board of Trustees
February 19, Monday	Presidents' Day; classes in session (College holiday, many offices closed)
March 9, Friday	Spring vacation begins after last class
March 10, Saturday	College housing closes for spring vacation, noon
March 24, Saturday	College housing available for occupancy, 8:00 a.m.
March 26, Monday	Spring vacation ends, 8:00 a.m.
April 2–10, Mon.-Tues.	Passover, begins at sunset on April 2 and concludes at sunset on April 10
April 6, Friday	Good Friday
April 8, Sunday	Easter
April 12–14, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
May 9, Wednesday	Last day of classes; Honors Day
May 10–12, Thurs.-Sat.	Meetings of the Board of Trustees
May 10–13, Thurs.-Sun.	Reading period
May 14–19, Mon.-Sat.	Spring semester examinations
May 20, Sunday	College housing closes for non-graduating students, noon

May 25, Friday	Baccalaureate
May 26, Saturday	The 202nd Commencement Exercises
May 26, Saturday	College housing closes for graduating students, 6:00 p.m.
May 28, Monday	Memorial Day (College holiday, many offices closed)
May 31–June 3, Thurs.-Sun.	Reunion Weekend
July 4, Wednesday	Fourth of July Holiday (College holiday, many offices closed)

Notes:

Regular class schedules are in effect on holidays listed unless otherwise noted. Staff should check with supervisor to determine if office is open.

*Wednesday, November 22, classes will be rescheduled on a class-by-class basis by the course instructor.

206th Academic Year (Proposed Schedule — SUBJECT TO CHANGE)

2007

August 21–25, Tues.-Sat.	Pre-Orientation Trips
August 25, Saturday	College housing ready for occupancy for first-year students only, 8:00 a.m.
August 25–29, Sat.-Wed.	Orientation
August 28, Tuesday	College housing ready for occupancy for upperclass students, 8:00 a.m.
August 29, Wednesday	Opening of the College—Convocation, 3:30 p.m.
August 30, Thursday	Fall semester classes begin, 8:00 a.m.
September 3, Monday	Labor Day; classes in session (College holiday, many offices closed)
September 12–14, Wed.-Fri.	Rosh Hashanah, begins at sunset on Sept. 12 and concludes at sunset on Sept. 14
September 13, Thursday	Ramadan begins at first light
September 15, Saturday	Common Good Day
September 21–22, Fri.-Sat.	Yom Kippur, begins at sunset on Sept. 21 and concludes at sunset on Sept. 22
September 27–29, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
October 5, Friday	Fall vacation begins after last class. Note: Columbus Day is Monday, Oct. 8
October 10, Wednesday	Fall vacation ends, 8:00 a.m.
October 11–13, Thurs.-Sat.	Meetings of the Board of Trustees
October 12–14, Fri.-Sun.	Homecoming Weekend
October 26, Friday	Sarah and James Bowdoin Day
October 26–28, Fri.-Sun.	Parents' Weekend
October 13, Saturday	Ramadan ends at last light
November 21, Wednesday	Thanksgiving vacation begins, 8:00 a.m.* (Nov. 21–23: College holidays, many offices closed)
November 26, Monday	Thanksgiving vacation ends, 8:00 a.m.
December 7, Friday	Last day of classes
December 8–11, Sat.-Tues.	Reading period
December 12–17, Wed.-Mon.	Fall semester examinations
December 18, Tuesday	College housing closes for winter break, noon

December 24, Monday	Christmas Eve Holiday (College holiday, many offices closed)
December 25, Tuesday	Christmas Holiday (College holiday, many offices closed)
December 31, Monday	New Year's Eve Holiday (College holiday, many offices closed)
2008	
January 1, Tuesday	New Year's Holiday (College holiday, many offices closed)
January 19, Saturday	College housing available for occupancy, 8:00 a.m.
January 21, Monday	Spring semester classes begin, 8:00 a.m.
January 21, Monday	Martin Luther King, Jr. Day; classes in session (College holiday, many offices closed)
February 7–9, Thurs.-Sat.	Meetings of the Board of Trustees
February 18, Monday	Presidents' Day; classes in session (College holiday, many offices closed)
March 7, Friday	Spring vacation begins after last class
March 8, Saturday	College housing closes for spring vacation, noon
March 21, Friday	Good Friday
March 22, Saturday	College housing available for occupancy, 8:00 a.m.
March 23, Sunday	Easter
March 24, Monday	Spring vacation ends, 8:00 a.m.
April 3–5, Thurs.-Sat.	Alumni Council, Alumni Fund Directors, and BASIC National Advisory Board meetings
April 19–27, Sat.-Sun.	Passover, begins at sunset on April 19 and concludes at sunset on April 27
May 7, Wednesday	Last day of classes; Honors Day
May 8–11, Thurs.-Sun.	Reading period
May 8–10, Thurs.-Sat.	Meetings of the Board of Trustees
May 12–17, Mon.-Sat.	Spring semester examinations
May 18, Sunday	College housing closes for non-graduating students, noon
May 23, Friday	Baccalaureate
May 24, Saturday	The 203rd Commencement Exercises
May 24, Saturday	College housing closes for graduating students, 6:00 p.m.
May 26, Monday	Memorial Day (College holiday, many offices closed)
May 29–June 1, Thurs.-Sun.	Reunion Weekend
July 4, Friday	Fourth of July Holiday (College holiday, many offices closed)

Notes:

Regular class schedules are in effect on holidays listed unless otherwise noted. Staff should check with supervisor to determine if office is open.

*Wednesday, November 21, classes will be rescheduled on a class-by-class basis by the course instructor.

General Information

BOWDOIN is an independent, nonsectarian, coeducational, residential, undergraduate, liberal arts college located in Brunswick, Maine, a town of approximately 21,000 situated close to the Maine coast, 25 miles from Portland and about 120 miles from Boston.

Terms and Vacations: The College holds two sessions each year. The dates of the semesters and the vacation periods are indicated in the College Calendar on pages vii–xi.

Accreditation: Bowdoin College is accredited by the New England Association of Schools and Colleges.

Enrollment: The student body numbers about 1,677 students (51 percent male, 49 percent female; last two classes 50/50 percent and 49/51 percent); about 240 students study away one or both semesters annually; 89 percent complete the degree within five years.

Faculty: Student/faculty ratio 10:1; the equivalent of 162 full-time faculty in residence, 97 percent with Ph.D. or equivalent; 22 head athletic coaches.

Geographic Distribution of Students: New England, 49.5 percent; Middle Atlantic states, 20.1 percent; Midwest, 7.8 percent; West, 11.2 percent; Southwest, 2.3 percent; South, 4.5 percent; international, 4.7 percent. Forty-nine states and twenty-nine countries are represented. Minority and international enrollment is 26 percent.

Statistics: As of June 2005, 33,999 students have matriculated at Bowdoin College, and 26,134 degrees in academic programs have been awarded. In addition, earned master's degrees have been awarded to 274 postgraduate students. Living alumni include 16,658 graduates, 2,176 nongraduates, 116 honorary degree holders (39 alumni, 77 non-alumni), 40 recipients of the Certificate of Honor, and 247 graduates in the specific postgraduate program.

Offices and Office Hours: The Admissions Office is located in Burton-Little House. Offices of the president and dean for academic affairs are located in Hawthorne-Longfellow Hall, the west end of Hawthorne-Longfellow Library. The Treasurer's Office is located in Ham House on Bath Road. Business offices and the Human Resources Office are in the McLellan Building at 85 Union Street. The Development and Alumni Relations offices are located at 83 and 85 Federal Street and in Copeland House. The Office of Student Records, the offices of the deans of Student Affairs, and the Career Planning Center are in the Moulton Union. The Counseling Service is at 32 College Street. The Department of Facilities Management and the Office of Safety and Security are in Rhodes Hall.

For additional information on College offices and buildings, see Campus and Buildings, page 355, and the Campus Map and list of offices on pages 359–62.

In general, the administrative offices of the College are open from 8:30 A.M. to 5:00 P.M., Monday through Friday.

Telephone Switchboard: Bowdoin College uses an automated call processing system on its main number, (207) 725-3000. Further information about telephone numbers can be found on the Bowdoin College Web site at www.bowdoin.edu.

The Mission of the College

It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities, in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas suffuse Bowdoin's mission. The first, from the College of the 18th and 19th centuries, defines education in terms of a social vision. "Literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them... but that their mental powers may be cultivated and improved for the benefit of society" (President Joseph McKeen's inaugural address, 1802); "To lose yourself in generous enthusiasms and cooperate with others for common ends...; this is the offer of the College" (President William DeWitt Hyde, 1903). The second idea stresses the formation of a complete individual for a world in flux: there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person, "to be at home in all lands and all ages" (President Hyde).

At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects men and women of varied gifts; diverse social, geographic, and racial backgrounds; and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education both of undergraduates and of themselves, as life-long creators and pursuers of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic.

The great mission of the College is to instill in students the love, the ways, and the habit of learning.

General education in liberal arts. The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty cause non-specialist students to become critically acquainted with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study, to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West; and it encourages study abroad to foster students' international awareness and linguistic mastery.

The major field of study and independent work. Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also of supervision of advanced student projects.

Essential skills. The unevenness of American secondary education, the diversity of student backgrounds and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals and qualified student peers.

The College believes that technology is not education, but that it is changing both education and society; and that it must be embraced by pedagogy and research and made easily and dependably available to students, faculty, and staff.

2. Social and Residential.

Bowdoin students are selected from a large pool of applicants for their intellectual ability, seriousness of purpose and personal qualities. By design, they differ widely in their backgrounds and talents, be they artistic, athletic, scientific or otherwise. To enable such students to learn from each other, and to make lasting friendships, the College is dedicated to creating a rewarding and congenial residence life, open to all students, which, with communal dining, is at the core of the mission of a residential college. Bowdoin's system is based on residence halls linked to restored, medium-sized, self-governing former fraternity houses.

The College devotes the talent of staff and faculty, and of students themselves, to the creation of opportunities for student growth and leadership in these residential contexts, reinforced by many volunteer programs and activities, student-run campus organizations and opportunities to plan careers.

3. Athletic.

Intercollegiate athletic competition against colleges with shared academic values, and other non-varsity sports, can foster self-control, poise, leadership, good health and good humor. Bowdoin encourages student participation in professionally coached varsity and club programs, as well as intramural sports, and in an outing club program that enables students to explore and test themselves in Maine's rivers and forests and on its seacoast and islands.

4. Esthetic and Environmental.

The College is dedicated to constructing and preserving buildings and campus spaces of the highest quality, believing that their beauty and serenity shape campus intellectual and esthetic life and inform the sensibilities of students who as graduates will influence the quality of spaces and buildings in their towns, businesses and homes. A quadrangle of oaks and pines, ringed with historic architecture, and containing two museums with major collections of art and Arctic craft, deepens a Bowdoin student's sense of place, history and civilization.

As a liberal arts college in Maine, Bowdoin assumes a particular responsibility to use nature as a resource for teaching and engaging students — notably to help them obtain a broad sense of the natural environment, local and global, and the effects and the role of human beings regarding it.

5. Ethical.

Implicit in and explicit to its mission is the College's commitment to creating a moral environment, free of fear and intimidation, and where differences can flourish. Faculty and students require honesty in academic work. Coaches instruct that fatigue and frustration are no excuse for personal fouls. Deans and proctors set standards of probity and decency and enforce them, with student participation, in College procedures. Yet, recognizing that life will present graduates with ambiguities that call for certainty less than for balance and judgment, Bowdoin makes few decisions for students, academically or socially — perhaps fewer than do many other residential colleges. It does so believing that students grow morally and sharpen personal identity by exercising free individual choice among varied alternatives, curricular and social. But the College also causes these decisions to occur in a context of density and variety — of ideas, artistic expression, and exposure to other cultures and other races — so that personal identity will not become an illusion of centrality.

Bowdoin College seeks to be a fair, encouraging employer of all those who serve the institution, providing opportunities for professional development, promotion and personal growth, and recognizing the value of each individual's contribution to its educational mission.

From its history of more than 200 years and its inheritance of buildings and endowment that are the gifts of Bowdoin alumni there derives a corollary. If the College is to pursue its educational purposes in perpetuity, its mission is also a provident and prudential one. Succeeding generations of members of the College must carry the costs of their own enjoyment of its benefits; as alumni they remain a part of Bowdoin, assuming responsibility for renewing the endowments and buildings that will keep Bowdoin a vital, growing educational force for future generations of students and faculty.

Finally, Bowdoin's intellectual mission is informed by the humbling and cautionary lesson of the twentieth century: that intellect and cultivation, unless informed by a basic sense of decency, of tolerance and mercy, are ultimately destructive of both the person and society. The purpose of a Bowdoin education — the mission of the College — is therefore to assist a student to deepen and broaden intellectual capacities that are also attributes of maturity and wisdom: self-knowledge, intellectual honesty, clarity of thought, depth of knowledge, an independent capacity to learn, mental courage, self discipline, tolerance of and interest in differences of culture and belief, and a willingness to serve the common good and subordinate self to higher goals.

Historical Sketch

The idea of Bowdoin College originated in the years following the American Revolution among a group of men who wished to see established in the District of Maine the sort of civil institution which would guarantee republican virtue and social stability. In the biblical language of the day, they wished "to make the desert bloom."

After six years of arguments over the site, a college was chartered on June 24, 1794, by the General Court in Boston, for Maine was until 1820 a part of the Commonwealth of Massachusetts. The college was to be built in the small town of Brunswick, as the result of a geographic compromise between strong Portland interests and legislators from the Kennebec Valley and points farther east. It was named for Governor James Bowdoin II, an amateur scientist and hero of the Revolution, well remembered for his role in putting down Shays' Rebellion. Established by Huguenot merchants, the Bowdoin family fortune was based not only on banking and shipping but on extensive landholdings in Maine. The new college was endowed by the late governor's son, James Bowdoin III, who was a diplomat, agriculturalist, and art collector, and by the Commonwealth, which supported higher education with grants of land and money, a practice established in the seventeenth century for Harvard and repeated in 1793 for Williams College. Bowdoin's bicameral Governing Boards, changed in 1996 to a single Board of Trustees, were based on the Harvard model.

Original funding for the College was to come from the sale of tracts of undeveloped lands donated for the purpose by townships and the Commonwealth. Sale of the wilderness lands took longer than expected, however, and Bowdoin College did not open until September 2, 1802. Its first building, Massachusetts Hall, stood on a slight hill overlooking the town. To the south were the road to the landing at Maquoit Bay and blueberry fields stretching toward the Harpswells. To the north was the "Twelve-Rod Road" (Maine Street) leading to the lumber mills and shipyards near the falls of the Androscoggin. To the east the campus was sheltered by a grove of "whispering" white pines, which were to become a symbol of the College. The inauguration of the first president, the Reverend Joseph McKeen, took place in a clearing in that grove. McKeen, a liberal Congregationalist and staunch Federalist, reminded the "friends of piety and learning" in the District that "literary institutions are founded and endowed for the common good, and not the private advantage of those who resort to them for education." The next day, classes began with eight students in attendance.

For the first half of the nineteenth century, the Bowdoin curriculum was essentially an eighteenth-century one: a great deal of Latin, Greek, mathematics, rhetoric, Scottish Common Sense moral philosophy, and Baconian science, modestly liberalized by the addition of modern languages, English literature, international law, and a little history. Its teaching methods were similarly traditional: the daily recitation and the scientific demonstration. The antebellum College also had several unusual strengths. Thanks to bequests by James Bowdoin III, the College had one of the best libraries in New England and probably the first public collection of old master paintings and drawings in the nation. A lively undergraduate culture centered on two literary-debating societies, the Peucinian (whose name comes from the Greek word for "pine") and the Athenaean, both of which had excellent circulating libraries. And there were memorable teachers, notably the internationally known mineralogist Parker Cleaveland, the psychologist (or "mental philosopher," in the language of his day) Thomas Upham, and the young linguist and translator Henry Wadsworth Longfellow (1825).

Finances were a problem, however, especially following the crash of 1837. The College also became involved in various political and religious controversies buffeting the state.

Identified with the anti-separationist party, the College faced a hostile Democratic legislature after statehood in 1820 and for financial reasons had to agree to more public control of its governance. For the most part Congregationalists, the College authorities found themselves attacked by liberal Unitarians on the one side and by evangelical "dissenters" on the other (notably by the Baptists, the largest denomination in the new state). The question of whether Bowdoin was public or private was finally settled in 1833 by Justice Joseph Story in *Allen v. McKeen*, which applied the *Dartmouth College* case to declare Bowdoin a private corporation beyond the reach of the Legislature. The more difficult matter of religion was settled by the "Declaration" of 1846, which stopped short of officially adopting a denominational tie but promised that Bowdoin would remain Congregational for all practical purposes. One immediate result was a flood of donations, which allowed completion of Richard Upjohn's Romanesque Revival chapel, a landmark in American ecclesiastical architecture. An ambitious new medical school had been established at Bowdoin by the state in 1820 — and was to supply Maine with country doctors until it closed in 1921 — but plans in the 1850s to add a law school never found sufficient backing, and Bowdoin did not evolve into the small university that many of its supporters had envisioned.

For a college that never had an antebellum class of more than sixty graduates, Bowdoin produced a notable roster of pre-Civil War alumni. The most enduring fame seems that of Nathaniel Hawthorne (1825), who set his first novel, *Fanshawe*, at a college very like Bowdoin. Even better known in his day was his classmate Longfellow, who after Tennyson was the most beloved poet in the English-speaking world and whose "Morituri Salutamus," written for his fiftieth reunion in 1875, is perhaps the finest tribute any poet ever paid to his alma mater. Other writers of note included the satirist Seba Smith (1818), whose "Jack Downing" sketches more or less invented a genre, and Jacob Abbott (1820), author of the many "Rollo" books. But it was in public affairs that Bowdoin graduates took the most laurels: among them, Franklin Pierce (1824), fourteenth president of the United States; William Pitt Fessenden (1823), abolitionist, U.S. senator, cabinet member, and courageous opponent of Andrew Johnson's impeachment; John A. Andrew (1837), Civil War governor of Massachusetts; Oliver Otis Howard (1850), Civil War general, educator, and head of the Freedmen's Bureau; Melville Fuller (1853), chief justice of the U.S. Supreme Court; and Thomas Brackett Reed (1860), the most powerful Speaker in the history of the U.S. House of Representatives. John Brown Russwurm (1826), editor and African colonizationist, was Bowdoin's first African-American graduate and the third African-American to graduate from any U.S. college.

The old quip that "the Civil War began and ended in Brunswick, Maine," has some truth to it. While living here in 1850-51, when Calvin Stowe (1824) was teaching theology, Harriet Beecher Stowe wrote *Uncle Tom's Cabin*, some of it in her husband's study in Appleton Hall. Joshua L. Chamberlain (1852), having left his Bowdoin teaching post in 1862 to lead the 20th Maine, was chosen to receive the Confederate surrender at Appomattox three years later.

The postwar period was a troubled one for Bowdoin. The Maine economy had begun a century-long slump, making it difficult to raise funds or attract students. The new, practical curriculum and lower cost of the University of Maine threatened to undermine Bowdoin admissions. As president, Chamberlain tried to innovate — a short-lived engineering school, a student militia to provide physical training, less classical language and more science, even a hint of coeducation — but the forces of inertia on the Boards were too great, and a student "rebellion" against the military drill in 1874 suggested that it would take more than even a Civil War hero to change the College.

But change did arrive in 1885, in the form of William DeWitt Hyde, a brisk young man who preached an idealistic philosophy, a sort of muscular Christianity, and who had a Teddy Roosevelt-like enthusiasm for life. By the College's centennial in 1894, Hyde had rejuvenated the faculty, turned the "yard" into a quad (notably by the addition of McKim, Mead & White's Walker Art Building), and discovered how to persuade alumni to give money. Where Bowdoin had once prepared young men for the public forum, Hyde's college taught them what they needed to succeed in the new world of the business corporation. Much of this socialization took place in well-appointed fraternity houses; Bowdoin had had "secret societies" as far back as the 1840s, but it was not until the 1890s that they took over much of the responsibility for the residential life of the College. In the world of large research universities, Hyde — a prolific writer in national journals — proved that there was still a place for the small, pastoral New England college.

Kenneth C. M. Sills, casting himself as the caretaker of Hyde's vision, shepherded the College through two World Wars and the Great Depression. Among his major accomplishments were bringing the athletic program into the fold of the College and out of the direct control of alumni, gradually making Bowdoin more of a national institution, and cementing the fierce loyalty of a generation of graduates. His successor, James S. Coles, played the role of modernizer: new life was given the sciences, professional standards for faculty were redefined, and the innovative "Senior Center" program was put in operation in the new high-rise dorm later named Coles Tower. Coles was succeeded in 1967 by Acting President and Professor of Government Athern P. Daggett, a member of the Class of 1925.

In 1969, Roger Howell, Jr. '58 was inaugurated at the age of 33. The youngest college president in the country, and a highly respected scholar in the field of 17th-century British history, Howell ushered in an era of rapid change. The turmoil of the Vietnam era was reflected in the student strike of 1970 and in early debate about the fraternity system. The decision in 1970 to make standardized tests optional for purposes of admission, the arrival of coeducation in 1971, an eventual increase in the size of the College to 1,400 students, and a concerted effort to recruit students in the arts and students of color, all significantly altered the composition of the student body and began an impetus for curricular change that continued through the 1980s under the leadership of President A. LeRoy Greason.

During the Greason presidency, the College undertook to reform the curriculum, expand the arts program, encourage environmental study, diversify the faculty, and make the College more fully coeducational. By 1990, Bowdoin was nationally regarded as a small, highly selective liberal arts college with an enviable location in coastal Maine and a strong teaching faculty willing to give close personal attention to undergraduates. The College continued to prove that it could innovate — for example, through pace-setting programs to use computers to teach classics and calculus, through access to live foreign television to teach languages, through student-constructed independent study projects and "years abroad," and through the microscale organic chemistry curriculum.

President Robert H. Edwards came to Bowdoin in 1990. He reorganized the College administration, strengthened budgetary planning and controls, and developed processes for the discussion and resolution of key issues. In 1993-94, he presided over the College's celebration of the 200th anniversary of its founding. A capital campaign, concluded in 1998, brought in $135 million in additional endowment for faculty positions and scholarships, and funds for an ambitious building program that has included the transformation of the former Hyde Cage into the David Saul Smith Union; construction or renovation of facilities for the sciences, including a new interdisciplinary science center, Druckenmiller Hall, renovation of

Cleaveland Hall and Searles Hall, and construction of terrestrial and marine laboratories at the College's new Coastal Studies Center on Orrs Island; expanded facilities for the arts in and adjacent to Memorial Hall; and restoration and improvements to the Chapel. Two new residence halls, Stowe and Howard Halls, were completed in 1996, and another, Chamberlain Hall, opened in the fall of 1999. In addition, expanded dining facilities in Wentworth Hall were completed in 2000 and the hall was renamed Thorne Hall.

In 1996-97, the Board of Trustees established a Commission on Residential Life to review all aspects of residential life. The commission recommended, and the trustees unanimously approved, a new conception of residential life for Bowdoin based on a model of broad House membership that includes all students. The new system also replaces the system of residential fraternities, which were phased out in May 2000. During the Edwards presidency, the enrollment of the College was expanded from 1,385 to approximately 1,600 students, and the College's endowment grew from $175 million to approximately $500 million. In addition, the student-faculty ratio was reduced from 11:1 to 10:1.

Bowdoin's 200th academic year began with the inauguration of Barry Mills '72 as the fourteenth president of the College. During his first four years as president, Mills has underscored the primacy of Bowdoin's academic program and has worked with the faculty to redefine a liberal arts education for the twenty-first century. Together with Dean for Academic Affairs Craig McEwen, Mills led the first major curriculum reform at Bowdoin since the early 1980s and has successfully recommitted the College to the goal of expanding ethnic, religious, and socioeconomic diversity among students and employees. During this period, the percentage of students of color in the first-year class climbed from 14 percent to nearly 30 percent. Mills has worked to increase national visibility for Bowdoin and also initiated a comprehensive campus master planning study in the fall of 2002 in order to guide future development on the campus. He has worked to strengthen and increase support for the arts at the College, moving forward on a long-planned renovation of the Walker Art Building and a conversion of the Curtis Pool building into a 300-seat concert hall. Mills has also emphasized the need to build Bowdoin's endowment and particularly to increase resources for student financial aid in order to maintain access to the College by superior students regardless of their ability to pay.

PRESIDENTS OF BOWDOIN COLLEGE

Joseph McKeen	1802-1807
Jesse Appleton	1807-1819
William Allen	1820-1839
Leonard Woods, Jr.	1839-1866
Samuel Harris	1867-1871
Joshua L. Chamberlain	1871-1883
William DeWitt Hyde	1885-1917
Kenneth C. M. Sills	1918-1952
James S. Coles	1952-1967
Roger Howell, Jr.	1969-1978
Willard F. Enteman	1978-1980
A. LeRoy Greason	1981-1990
Robert H. Edwards	1990-2001
Barry Mills	2001–

Admission to the College

In May 1989, the Governing Boards of Bowdoin College approved the following statement on admissions:

> Bowdoin College is, first and foremost, an academic institution. Hence academic accomplishments and talents are given the greatest weight in the admissions process. While accomplishments beyond academic achievements are considered in admissions decisions, these are not emphasized to the exclusion of those applicants who will make a contribution to Bowdoin primarily in the academic life of the College. In particular, applicants with superior academic records or achievements are admitted regardless of their other accomplishments. All Bowdoin students must be genuinely committed to the pursuit of a liberal arts education, and therefore all successful applicants must demonstrate that they can and will engage the curriculum seriously and successfully.
>
> At the same time that it is an academic institution, Bowdoin is also a residential community. To enhance the educational scope and stimulation of that community, special consideration in the admissions process is given to applicants who represent a culture, region, or background that will contribute to the diversity of the College. To ensure that the College community thrives, special consideration in the admissions process is also given to applicants who have demonstrated talents in leadership, in communication, in social service, and in other fields of endeavor that will contribute to campus life and to the common good thereafter. And to support the extracurricular activities that constitute an important component of the overall program at Bowdoin, and that enrich the life of the campus community, special consideration in the admissions process is also given to applicants with talents in the arts, in athletics, and in other areas in which the College has programs. The goal is a student body that shares the common characteristic of intellectual commitment but within which there is a considerable range of backgrounds, interests, and talents.

Although Bowdoin does not require that a student seeking admission take a prescribed number of courses, the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social science, and three to four years of laboratory sciences. Further, most will have taken courses in the arts, music, and computer science. We strongly recommend that students have keyboard training.

Candidates applying to Bowdoin College are evaluated by members of the admissions staff in terms of the following factors: academic record, the level of challenge represented in the candidate's course work, counselor/teacher recommendations, application and essay, overall academic potential, and personal qualities.

APPLICATION AND ADMISSION PROCEDURES

Students may apply to Bowdoin through the regular admissions program or through either of two early decision programs. The application deadline for Early Decision Option I is November 15. The deadline for Early Decision Option II and regular admission is January 1. Application materials for all programs are the same, except that early decision applicants must also complete the Early Decision Agreement that is included with the application materials.

Application materials include the Common Application and the Bowdoin Supplement. Both are included in the Bowdoin College *Viewbook*. The Common Application is also available through high school guidance offices. Copies of the full application or Bowdoin supplementary materials may be obtained by contacting the Office of Admissions, or through the Bowdoin College Web site (www.Bowdoin.edu).

The Common Application includes the Personal Application, with the School Report and two Teacher Evaluation Forms. The Bowdoin Supplement includes a supplementary essay; a Mid-Year School Report; optional Arts and Athletics supplements; the Early Decision form if applicable. Those who wish to be considered for financial aid must file the College Scholarship Service "Profile" on line. Applicants for admission must also submit the $60 application fee or an application fee waiver.

Regular Admission

The following items constitute a completed admissions folder:

1. The Common Application, essays, and required supplementary materials submitted with the application fee ($60) as early as possible in the senior year. The deadline for receiving regular applications is *January 1*. In addition to the primary essay required as part of the Common Application, Bowdoin requires that candidates submit a supplementary essay describing the positive influence that one outstanding secondary school teacher has had on the candidate's development.

2. *School Report:* The college advisor's estimate of the candidate's character and accomplishments and a copy of the secondary school record should be returned to Bowdoin no later than January 1. A transcript of grades through the midyear marking period (Mid-Year School Report) should be returned to Bowdoin by February 15.

3. *Recommendations:* Each candidate is required to submit two teacher recommendations, which should be completed by two academic subject teachers and returned as soon as possible and no later than January 1.

4. *College Entrance Examination Board or American College Testing Scores:* Bowdoin allows each applicant to decide if his or her standardized test results should be considered as part of the application. This past year, approximately 16 percent of Bowdoin's accepted applicants decided not to submit standardized test results. In those cases where test results are submitted, the Admissions Committee considers this information as a supplement to other academic information such as the transcript and recommendations. The candidate is responsible for making arrangements to take the College Board examinations and for ensuring that Bowdoin receives the scores if he or she wants them to be considered as part of the application. Students may report test scores in the section provided on the common application form and should also arrange for an official report of the scores to be sent by the testing agency. Should Bowdoin receive the scores on the secondary school transcript, these scores will be inked out before the folder is read by the Admissions Committee. Students choosing to submit their SAT or ACT and SAT II test scores should complete all examinations no later than January of the senior year.

Note: Because standardized test results are used for academic counseling and placement, all entering first-year students are required to submit scores over the summer prior to enrolling. (See also Home-Schooled Applicants, page 11.)

5. *Visit and Interview:* A personal interview at Bowdoin with a member of the admissions staff, a senior interviewer, or an alumnus or alumna is *strongly encouraged* but not required. If a campus visit is not possible, members of the Bowdoin Alumni Schools and Interviewing Committee (BASIC) are available in most parts of the country to provide an interview that is closer to home. (For further information on BASIC, see page 280.) Candidates' chances for admission are not diminished because of the lack of an interview, but the interviewers' impressions of a candidate's potential can often be helpful to the Admissions Committee. A number of carefully selected and trained Bowdoin senior interviewers conduct interviews to supplement regular staff appointments during the summer months and from September into December. On-campus interviews are available from the third week in May through early December.

6. *Notification:* All candidates will receive a final decision on their application for admission by early April. A commitment to enroll is not required of any first-year candidate (except those applying for Early Decision) until the Candidates' Common Reply date of May 1. Upon accepting an offer of admission from Bowdoin, a student is expected to include a $300 admissions deposit, which is credited to the first semester's bill.

7. Candidates requiring an application fee waiver may petition for one through their guidance counselor using the standard College Board form.

Early Decision

Each year Bowdoin offers admission to approximately 30 to 40 percent of its entering class through two Early Decision programs. Those candidates who are certain that Bowdoin is their first choice and have a high school record that accurately reflects their potential may wish to consider this option. The guidelines for Early Decision are as follows:

1. When candidates file an application for admission, they must state in writing that they wish to be considered for Early Decision and that they *will enroll if admitted.* Early Decision candidates may file regular applications at other colleges, but only with the understanding that these will be withdrawn and no new applications will be initiated if they are accepted under an Early Decision plan.

2. The Common Application and essays, accompanied by a request for Early Decision, a School Report Form, a secondary school transcript of grades, two teacher recommendations, and the application fee of $60 (or fee-waiver form) must be submitted to Bowdoin by November 15 for Early Decision I (notification by mid-December), or by January 1 for Early Decision II (notification by mid-February).

3. Candidates admitted via Early Decision who have financial need as established by the guidelines of the College Scholarship Service's "Profile" will be notified of the amount of their award soon after they receive their Early Decision acceptance, provided their financial aid forms are on file at Bowdoin by the application deadlines.

4. The submission of College Entrance Examination Board or American College Testing scores at Bowdoin is optional as an admissions requirement.

5. An Early Decision acceptance is contingent upon completion of the senior year in good academic and social standing.

6. Applicants who are not accepted under the Early Decision program may be transferred to the regular applicant pool for an additional review. Each year a number of applicants who are deferred under Early Decision are accepted early in April, when decisions on all regular admissions are announced. However, some students may be denied admission at Early Decision time if the Admissions Committee concludes that their credentials are not strong enough to meet the overall competition for admission.

7. Responsibility for understanding and complying with the ground rules of Early Decision rests with the candidate. Should an Early Decision candidate violate the provisions of the program, the College will rescind any offer of admission and financial aid.

Deferred Admission

Admitted students who wish to delay their matriculation to the College for one year should request a deferment from the dean of admissions prior to May 1, explaining the reasons for delaying matriculation. It is Bowdoin's practice to honor most of these requests and to hold a place in the next entering class for any student who is granted a deferment. The student, in return, must agree to withdraw all applications at other colleges or universities and may not apply for admission to other institutions during the deferral year. A $300 nonrefundable admissions deposit must accompany the deferral request. Financial aid candidates must reapply following the deferral.

Admission with Advanced Standing

Bowdoin recognizes College Entrance Examination Board Advanced Placement and International Baccalaureate results and may grant advanced placement and credit toward graduation for superior performance in those programs. Applicants to Bowdoin are encouraged to have AP and IB test results sent to the Admissions Office.

Decisions on both placement and credit are made by the appropriate academic department in each subject area. Some departments offer placement examinations during the orientation period to assist them in making appropriate determinations. Every effort is made to place students in the most advanced courses for which they are qualified, regardless of whether they have taken AP or IB examinations before matriculation. Determinations of advanced placement and credit are made during the student's first year at Bowdoin.

Some students have the opportunity to enroll in college-level course work prior to graduation. Bowdoin College will consider granting credit for pre-college course work, providing the following criteria have been met: the course work must have been completed on a college campus, must have been completed in a class with matriculated college students, may not have been used to satisfy any high school graduation requirements, and must represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts.

First-year students may apply a maximum of eight course credits toward the degree from the Advanced Placement program, the International Baccalaureate Program, or pre-college course work.

Home-Schooled Applicants

Home-schooled applicants and candidates applying from secondary schools that provide written evaluations rather than grades are **required** to submit SAT I and SAT II or ACT test results. SAT II tests should include Math IC or Math IIC and a science. A personal interview is also strongly recommended.

International Students

The Admissions Committee welcomes the perspective that international students bring to the Bowdoin community. In 2004–2005, approximately 500 international students, including U.S. citizens who attended schools abroad, applied for admission to Bowdoin.

Admissions policies and procedures for international students are the same as for regular first-year applicants, with the following exceptions:

1. All international students must submit the Common Application, the required essays, and the International Student Supplement, which is available from the Admissions Office or from the Bowdoin College Web site.

2. Students whose first language is not English must submit official results of the Test of English as a Foreign Language (TOEFL) by the appropriate deadlines.

3. All international students who submit the College Scholarship Service Foreign Student Financial Aid Form when they file the application for admission will be considered for Bowdoin funds to defray part of their college costs. Bowdoin has limited scholarship funds for students who are not U.S. citizens or U.S. permanent residents. These scholarships often cover the full cost of tuition, fees, and room and board. The competition for these financial aid packages is intense. **Candidates who do not apply for financial aid during the admissions process should not expect funding at any time in their course of study at Bowdoin College.**

Transfer Students

Each year, a limited number of students from other colleges and universities will be admitted to sophomore or junior standing at Bowdoin. The following information pertains to transfer candidates:

1. **Citizens of the United States** should file the Common Application and essay (a brief statement indicating the reasons for transferring to Bowdoin), and the Transfer Student Supplement (available from the Admissions Office or Bowdoin's Web site) with the $60 application fee by March 1 for fall admission or by November 15 for mid-year admission. **International students** should file the application by March 1 for fall admission or by November 15 for mid-year admission and include the Transfer Student Supplement, the International Supplement, and the application fee. Applicants must arrange to have submitted by the same deadlines transcripts of their college and secondary school records, a statement from a dean or advisor at their university or college, and at least two recommendations from current or recent professors. Interviews are strongly recommended but not required. As soon as it becomes available, an updated transcript including spring semester grades should also be sent. Candidates whose applications are complete will normally be notified of Bowdoin's decision in late April or May. Candidates for January admission are notified in mid-December.

2. Transfer candidates usually present academic records of Honors quality ("B" work or better) in a course of study that approximates the work that would have been done at Bowdoin, had they entered as first-year students. Bowdoin accepts transfer credit for liberal arts courses in which a grade of C or higher has been received. Further, transfer students should understand that although they may expect an estimate regarding class standing upon transferring, official placement is possible only after updated transcripts have arrived at the Office of Student Records and have been appraised by the appropriate dean and academic departments.

3. Although two years of residence are required for a Bowdoin degree, students who have completed more than four semesters of college work are welcome to apply for admission, with this understanding. Students who have already received their bachelor's degree are ineligible for first-year or transfer admission.

4. The financial aid funds available for transfer students may be limited by commitments the College has already made to enrolled students and incoming first-year students. **U. S. applicants** for aid must submit a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service's "Profile" by March 1. **International applicants** for aid must file the College Scholarship Service Foreign Student Financial Aid Form by March 1. Financial aid usually is not available for transfer students applying for January admission.

Special Students

Each semester, as space within the College and openings within courses permit, Bowdoin admits a few special or visiting students who are not seeking a degree from Bowdoin. In general, this program is intended to serve the special educational needs of residents in the Brunswick area who have not yet completed a bachelor's degree, as well as students who are pursuing a degree elsewhere and who, for truly exceptional reasons, wish to take a course at Bowdoin. Teachers wishing to upgrade their skills or Bowdoin graduates who need particular courses to qualify for graduate programs are also considered for this program. Special students are billed at a per course rate for up to two courses per term. No more than two credits may be taken each semester. No financial aid is available for special students. Interested applicants should submit the completed special student form and enclose the $60 application fee at least one month prior to the beginning of the semester. A personal interview is required. Inquiries should be addressed to the Special Student Coordinator in the Admissions Office.

APPLICATION FOR FINANCIAL AID

Need-Blind Admissions Policy

It is the policy of Bowdoin College to meet the full calculated financial need of all enrolled students and to meet the full calculated financial need of as many entering first-year students as the College's financial resources permit.

The College customarily budgets enough aid resources to meet the full calculated need of all enrolling students without using financial need as a criterion in the selection process. Because spending history is Bowdoin's only guide, there is no guarantee that budgeted funds will ultimately be sufficient to make all admission decisions without regard to financial need.

For the past decade, financial need has *not* been a criterion in the selection of candidates for admission with the exception of students offered admission from the waiting list, transfer candidates, and non-U.S. citizens.

Procedure for Application for Financial Aid

Students who wish to be considered for financial aid must apply each year. The primary financial aid application is the College Scholarship Service "Profile." In addition, the Free Application for Federal Student Aid (FAFSA) is required to determine eligibility for federal grant and loan programs. Application deadlines for entering students are listed below. Returning students will receive on-line instructions regarding their renewal application in January.

Cost should not discourage students from applying to Bowdoin College. Through its extensive scholarship grant and loan programs, Bowdoin's financial aid policy is designed to supplement family efforts so that as many students as possible can be admitted each year with the full amount of needed financial assistance. In the Class of 2009, approximately 44 percent of the entering class of 470 students was awarded need-based grants. The average award of grant, loan, and job was $28,250. The amount of assistance intended to meet the individual's need is calculated from the information in the College Scholarship Service's "Profile." Additional information about Bowdoin financial aid can be found on pages 16–20. Financial aid information is mailed with letters of admission.

Summary of Application Deadlines

Application materials for admission and financial aid include the completed Common Application with supplementary essay, the Foreign Student Financial Aid Application, the College Scholarship Service (CSS) "Profile," and the Free Application for Federal Student Aid (FAFSA). New applicants should submit these materials in accord with the following deadlines:

Early Decision I

November 15: Common Application and supplementary essay, CSS "Profile," and most recent federal tax returns

April 15: FAFSA

Early Decision II

January 1: Common Application and supplementary essay, CSS "Profile," and most recent federal tax returns

April 15: FAFSA

Regular Admission

January 1: Common Application and supplementary essay
February 15: CSS "Profile," FAFSA, and most recent federal tax returns

Note: Canadian students should file a CSS "Profile," and Canadian tax returns instead of the Foreign Student Financial Aid Form.

International Applicants

First-Year Students:

January 1: Common Application and supplementary essay, International Student Supplement, Transfer Supplement if applicable, TOEFL Report, Foreign Student Financial Aid Form.

Transfer Applicants

Fall: March 1: Common Application and supplementary essay, Transfer Supplement, CSS "Profile," FAFSA, and most recent federal tax returns; International Student Supplement and Foreign Student Financial Aid Form for international applicants

Spring: November 15: Common Application and supplementary essay, Transfer Supplement; International Student Supplement if applicable

Note: Financial aid is often not available for spring transfer students.

All correspondence concerning first-year and transfer admission to the College should be addressed to the Office of Admissions, Bowdoin College, 5000 College Station, Brunswick, ME 04011; Tel. (207) 725–3100, FAX: (207) 725-3101. Inquiries about financial aid should be addressed to the Director of Student Aid, Bowdoin College, 5300 College Station, Brunswick, ME 04011-8444; Tel. (207) 725–3273; FAX: (207) 725–3864.

Financial Aid

BOWDOIN COLLEGE's financial aid policy is designed to supplement family resources so that as many students as possible can attend the College with the full amount of needed assistance. Scholarship grants, loans, and student employment are the principal sources of aid for Bowdoin students who need help in meeting the expenses of their education. Bowdoin believes that students who receive financial aid as grants should also be responsible for a portion of their expenses. Consequently, loans and student employment will generally be part of the financial aid award. On-time submission of the required application forms guarantees that the student will be considered for all the financial aid available to Bowdoin students, including grants, loans, and jobs from any source under Bowdoin's control.

Approximately 65 percent of Bowdoin's grant budget comes from endowed funds given by alumni and friends of the College. Students receiving endowed funds may be asked to communicate with donors. Information on the availability of scholarship and loan funds may be obtained through the College's Student Aid Office. Questions regarding endowed funds and the establishment of such funds should be directed to the Office of Development.

In 2004–2005, Bowdoin distributed a total of about $20,251,500 in need-based financial aid. Grants totaled about $17,400,000 in 2004–2005 and were made to approximately 42 percent of the student body. Long-term loans continue to be an integral part of financial aid, supplementing grant resources. The College provides about $1,448,350 to aid recipients each year from loan funds under its control; another $1,403,200 in loan aid comes from private lenders under the terms of the Federal Stafford program.

Application for Financial Aid

Students who wish to be considered for financial aid must submit an application each year. All candidates for aid who are United States or Canadian citizens must submit the College Scholarship Service "Profile" form by the date specified. U. S. citizens must also file the Free Application for Federal Student Aid (FAFSA). In lieu of the Profile and FAFSA, international candidates must file the College Scholarship Service's (CSS) Foreign Student Financial Aid Application concurrently with their application for admission.

The FAFSA is used to determine eligibility for Federal Pell Grants, Federal Supplementary Education Opportunity Grants (SEOG), Federal Perkins Loans, Federal Stafford Loans, and Federal Work Study jobs. The "Profile" is used to determine the family's need for Bowdoin College scholarship grants and Bowdoin College Consolidated Loans.

Domestic transfer students applying for aid must file the FAFSA with the federal processor and the "Profile" with the College Scholarship Service by March 1.

Whether or not a student receives financial aid from Bowdoin, long-term, low-interest loans under the Federal Stafford Loan program are available. Such loans are generally provided by private lenders and require both a FAFSA and a separate loan application.

When parents and students sign the FAFSA and the "Profile," they agree to provide a certified or notarized copy of their latest federal or state income tax return, plus any other documentation that may be required. To verify or clarify information on the aid application, it is a common practice for the College to ask for a copy of the federal tax return (Form 1040, 1040EZ or 1041A) and W-2 Forms each year. The College's financial aid officers will not take action on any aid application until sufficient documentation has been submitted.

Eligibility for Aid

To be eligible for aid at Bowdoin College, a student must:

1. Be a degree candidate who is enrolled or is accepted for enrollment on at least a half-time basis;
2. Demonstrate a financial need, which is determined, in general, on the basis of College Scholarship Service practices; and
3. Satisfy academic and personal requirements as listed in the Financial Aid Guide available on the student aid Web site.

In addition, to qualify for any of the programs subsidized by the federal government, a student must be a citizen, national, or permanent resident of the United States or the Trust territory of the Pacific Islands.

A student is eligible for Bowdoin aid for a maximum of eight semesters. The College's Financial Aid Committee may, at its discretion, award a ninth semester of aid.

The amount and types of aid a student may receive are limited by calculated need as determined by the College's Financial Aid Committee. If funds are not sufficient to meet the full need of eligible students in any year, the Committee will adopt procedures to assure that the greatest number of eligible candidates will receive the greatest proportion of the aid they need.

All awards of financial aid made in anticipation of an academic year, including the first year, will remain in effect for the full year unless the student's work is unsatisfactory. Students may also be assured of continuing financial aid that meets their need in subsequent years if their grades each semester are such as to assure satisfactory academic progress required for continued enrollment (see Academic Standards and Regulations, Deficiency in Scholarship," pages 34–35).

Awards to students whose work is unsatisfactory may be reduced or withdrawn for one semester. Awards may also be reduced or withdrawn for gross breach of conduct or discipline.

Determination of Need

College policy is to meet a student's full, calculated financial need for each year in which he or she qualifies for aid, as long as funds are available. Financial need is the difference between Bowdoin's costs and family resources. Resources consist of parental income and assets, student assets, student earnings, and other resources, such as gifts, non-College scholarships, and veteran's benefits.

Parental assistance from income and assets is determined from the information submitted on the FAFSA and "Profile." Both parents or legal guardians are responsible for the student's educational expenses, including the continuing obligation to house and feed the student, to whatever extent is possible. Divorce or separation of the natural parents does not absolve either parent from this obligation.

Student assets at the time the first application is filed are expected to be available for college expenses in the years leading to graduation. From 80 to 100 percent of those student savings are prorated over the undergraduate career in the College's initial need calculation.

The College expects students to earn a reasonable amount during summer vacation and/or from academic-year campus employment. The amount will vary depending upon the student's year in college and the prevailing economic conditions.

The sum of these resources when subtracted from Bowdoin's cost determines the student's need and Bowdoin's financial aid award.

Aid Awards

Awards are a combination of scholarship grants, loan offer, and a campus earnings expectation. The College determines both the type and amount of aid that will be offered to each student. The aid combination, or package, varies each year depending upon a student's need. Even if the total amount of aid remains unchanged, the family should expect the scholarship grant to decrease by approximately $200 to $400 per year and the annual self-help portion to increase by the same amount.

Scholarship grants are gift aid provided without student obligation of any kind. No repayment of the scholarship grant is expected. These awards come from a variety of sources such as endowed funds, current gifts, and the federal government, including any Pell or SEOG grant a student may receive. Students are automatically considered for all grants and therefore do not apply for specific awards.

Bowdoin College Loans, Federal Stafford Loans, and Federal Perkins Loans are available to students to cover payment of educational expenses. Parents are typically not legally responsible for repayment of these loans. The loan portion of an aid package is an offer; students often are eligible to borrow in excess of the amount offered. The scholarship grant will not be affected by a student's decision to accept or decline all or any part of the loan. An additional parental contribution or extra summer or campus earnings may be used to replace the loan at the discretion of the student and the family. Long-term loans may also be made to students not receiving scholarship grants.

These loans, including the subsidized Federal Stafford Loans, Federal Perkins Loans, and Bowdoin Student Loans, usually bear no interest during undergraduate residence. As of July 1994, interest is charged at 5 percent for the latter two loans; interest on Stafford Loans is variable, with a maximum rate of 8.25 percent. Payment over a ten-year period begins six months after graduation or separation, or after graduate school; two or three years of deferment are possible for various categories of service or internships. Perkins Loans also provide for the cancellation of some payments for persons who become teachers and/or who serve in the Peace Corps or Vista, and for several other types of service.

Small, short-term loans are available upon application at the Controller's Office.

Bowdoin National Merit Scholarships

Bowdoin College is a sponsor of National Merit Scholarships. Winners of these awards who do not demonstrate financial need will receive a $1,000 award from the National Merit Corporation, renewable up to four years. Bowdoin National Merit scholars demonstrating need will receive $2,500 renewable awards from the National Merit Corporation and all remaining need will be met with Bowdoin grant aid and on-campus employment. The standard loan offer will be replaced with grant.

National Achievement Scholarships

While Bowdoin College does not sponsor National Achievement Scholarships, scholars who enroll will receive the same grants and loan-free packages offered to National Merit Scholars.

Student Employment

A student who receives aid is expected to meet part of the educational expense from summer employment and from campus earnings, included in the financial aid award. The student may choose to work or not; this decision has no effect on the scholarship grant or loan offer.

Bowdoin's student employment program offers a wide variety of opportunities to undergraduates. These include direct employment by the College and employment by outside agencies represented on the campus or located in the community. College policy is to give priority in hiring to students with recognized financial need. However, employment opportunities are open to all students who are interested and able to work. Commitments for employment are made to first-year students at the opening of College in the fall. The annual student payroll currently stands at about $1,500,000.

Federal Financial Aid Programs Available at Bowdoin

The College participates in the Federal Work-Study Program established under the Economic Opportunity Act of 1964, the Federal Supplementary Educational Opportunity Grants Program established under the Higher Education Act of 1965, and the Federal Pell Grant Program established under the Higher Education Amendments of 1972, along with the Federal Perkins and Federal Stafford Loan programs previously mentioned. The College also works closely with several states that can provide handicapped students and those receiving other forms of state aid with financial assistance to help with their educational expenses.

Veterans Benefits

The degree programs of Bowdoin College are approved by the Maine State Approving Agency for Veterans Education Programs for persons eligible for benefits (GI Bill) from the U.S. Department of Veterans Affairs. Students who request veterans' educational assistance are required to have all previous post-secondary experience evaluated for possible transfer credit in order to be eligible for benefits. For more information, contact the Office of Financial Aid.

First-Year Student Awards

About 205 entering students each year receive prematriculation awards to help them meet the expenses of their first year. Recently the awards have ranged from $1,000 to $40,000. As noted above, some awards are direct grants, but most also include loan offers. The size and nature of these awards depend upon the need demonstrated by the candidates. The application process and deadlines are described on pages 9–14. Candidates will normally be notified of a prematriculation award when they are informed of the decision on their applications for admission.

Upperclass Awards

Awards similar to prematriculation scholarships are granted to undergraduates already enrolled in college on the basis of their financial need and academic progress. All continuing students who wish to be considered for aid must register as aid candidates with the Office of Student Aid by April 15 each year. The director of student aid will make the appropriate forms available each year and will provide notification of application requirements and filing deadlines.

It is the responsibility of the student to submit all required forms on time according to the dates published by the Student Aid Office. Upperclass students and their families must complete the Free Application for Federal Student Aid (FAFSA), and the "Profile" of the College Scholarship Service for each year that aid is requested. Upperclass students file for aid in April; award notifications are mailed in late June. Applications received after the deadline will be considered on a "funds available" basis. Late applicants, if funded, may receive larger loan offers and proportionally less grant.

Normally, awards are made at the end of one academic year in anticipation of the next, but applications or requests for a financial aid review may be made prior to December 20 for aid to be assigned during the spring semester on a funds-available basis.

Awards made for a full year are subject to the same provisions covering prematriculation awards, but those made for a single semester are not considered as setting award levels for the following year.

Foreign Student Awards

Bowdoin has a limited number of fully funded financial aid awards for foreign students. To be considered for these awards, the student must file the College Scholarship Service's Foreign Student Financial Aid Application, which is available from the Admissions Office. Foreign students who do not apply at the time of admission should not expect financial aid during any of their years at Bowdoin. Canadian citizens should submit a Profile instead of the Foreign Student Financial Aid Form.

Graduate Scholarships

Bowdoin is able to offer a number of scholarships for postgraduate study at other institutions. Grants of various amounts are available to Bowdoin graduates who continue their studies in the liberal arts and sciences and in certain professional schools. In 2004–2005, Bowdoin provided $315,000 in graduate scholarship assistance to 85 students. Further information about these scholarships is available through the Student Aid Office.

Special Funds

Income from these funds is used to assist students with special or unexpected needs. Further information is available through the Office of the Dean of Student Affairs.

Further information about application procedures, eligibility, need calculation and awards, plus descriptions of individual federal, state, and College programs is contained in the Financial Aid Guide available on-line at http://www.bowdoin.edu/studentaid, and upon request. Questions about Bowdoin's aid programs may be addressed to the director of student aid.

Expenses

COLLEGE CHARGES

Fees for the 2005-2006 academic year are listed below. Travel, books, and personal expenses are not included; the student must budget for such items on his/her own. For planning purposes, students and parents should anticipate that tuition and other charges will increase each year to reflect program changes and other cost increases experienced by the College.

	By Semester	**Full Year**
Tuition*	$16,325.00	$32,650.00
Housing	1,950.00	3,900.00
Board (19-meal plan)	2,385.00	4,770.00
Student Activities Fee*	170.00	340.00
Class Dues*†:		
Seniors	30.00	60.00
Other classes	15.00	30.00
Technology Fee**	50.00	100.00

* Required fees for all students.
** Applicable only to students in College housing.
† Charge may change in 2005-06.

Off-Campus Study Fee

The College assesses a fee for participation in off-campus study programs for which Bowdoin degree credit is desired. The fee for 2005–2006 is $1,000 per program. The fee is waived for students attending the ISLE Program in Sri Lanka or the SITA Program in India.

Registration and Enrollment

All continuing students are required to register during registration week of the prior semester in accordance with the schedules posted at the College. Any student who initially registers for classes after the first week of classes must pay a $20 late fee. All students are further required to submit an Enrollment Form by the end of the first week of classes. While registration places students in courses, the Enrollment Form serves to notify the College that the student is on campus and attending classes. A fee of $20 is assessed for late submission of the Enrollment Form.

A $400 Re-enrollment Deposit is due about April 1 from all students planning to continue at Bowdoin the following fall semester. Students may not register for classes or apply for housing unless this deposit has been paid. The deposit is an advance payment against the fall semester tuition and will be shown on the bill for that term. The deposit is forfeited if a student registers and then transfers or resigns from the College before the fall semester.

Refunds

Students leaving the College during the course of a semester are refunded tuition and fees based on the following schedule:

During the first two weeks	80%
During the third week	60%
During the fourth week	40%
During the fifth week	20%
Over five weeks	No refund

After adjustments for fixed commitments and applicable overhead expense, refunds for room and board are prorated on a daily basis in accordance with the student's attendance based on the College's calendar. Students who are dismissed from the College within the first five weeks for other than academic or medical reasons are not entitled to refunds. Financial aid awards will be credited in proportion to educational expenses, as stipulated in a student's award letter, but in no case will they exceed total charges to be collected. Title IV funds will be refunded in accordance with federal regulations. Refunds will be made within thirty days of the student's departure.

Financial Aid

There are opportunities at Bowdoin to receive financial aid in meeting the charge for tuition. Detailed information about scholarships, loans, and other financial aid may be found on pages 16–20.

Room and Board

First-year students and sophomores are guaranteed housing and are required to live on campus. Entering first-year students may indicate their residence needs on a preference card issued by the Residential Life Office during the summer preceding their arrival at Bowdoin. The Director of Residential Life coordinates housing accommodations for the remaining classes through a lottery system.

Residence hall suites consist of a study and bedroom, provided with essential furniture. Students should furnish blankets and pillows; linen and laundry services are available at moderate cost. College property is not to be removed from the building or from the room in which it belongs; occupants are held responsible for any damage to their rooms or furnishings.

Board charges are the same regardless of whether a student eats at the Moulton Union or Thorne Hall. Students who live in Bowdoin facilities, except apartments and a few other student residences, are required to take a 19-meal or 14-meal board plan. First-year students are required to take the 19-meal plan in the fall semester. Students living in College apartments or off campus may purchase a 10-meal or declining balance board plan or one of the standard plans, if they choose.

Other College Charges

All damage to the buildings or other property of the College by persons unknown may be assessed equally on all residents of the building in which the damage occurred. The Student Activities Fee is set by the student government, and its expenditure is allocated by the Student Activities Fee Committee.

Health Care

The facilities of the Dudley Coe Health Center and the Counseling Service are available to all students. All students must maintain health insurance coverage while enrolled at Bowdoin. The College offers its own policy for those students who do not carry comparable insurance. The College's policy provides year-round coverage, whether a student is enrolled at Bowdoin or in an approved off-campus study program. The basic, full-year accident and sickness insurance plan costs $900. The cost for the extended plan is $1,200.

A pamphlet specifying the coverage provided by the student health policy is available from the Health Center and will be mailed in the summer preceding the policy year. Any costs not covered by the insurance will be charged to the student's account.

Motor Vehicles

All motor vehicles, including motorcycles and motor scooters, used on campus or owned and/or operated by residents of any College-owned residence must be registered with Campus Safety and Security. The registration decals cost $40 for students. Vehicles must be registered each academic year. Failure to register a motor vehicle will result in a $25 parking ticket each time the vehicle is found on campus. Students wishing to register a vehicle for a period of time less than one semester must make special arrangements with Campus Safety and Security. All students maintaining motor vehicles at the College are required to carry adequate liability insurance and provide proof of insurance at the time of registration. The College assumes no responsibility for the security of or damage to vehicles parked on campus. Parking on campus is limited and students will be assigned parking space based on availability.

PAYMENT OF COLLEGE BILLS

By registering for courses, a student incurs a legal obligation to pay tuition and fees. This debt may be canceled only if a student officially withdraws from the College before the start of classes. Students' accounts must be current for semester enrollment and course registration to occur. After the first week of classes, students who have not enrolled for any reason are dropped from courses. A student's access to his/her residence hall, meal plan, and the library is deactivated at that time. The student is placed on an involuntary leave of absence for the semester (see Academic Standards and Regulations, page 36). Degrees, diplomas, and transcripts are not available to students with overdue accounts.

Bills for tuition, board, room rent, and fees for the fall and spring semesters are sent in July and December, respectively. Payment for each semester is due 30 days from the billing date. Credits (funds received) appear on the bill. Bowdoin scholarship grants, payments from the family, and other cash payments are examples of credits. Bowdoin loan offers, estimated Pell Grants, and payment plan contracts are tentative credits (funds expected). The balance due is the difference between all charges and all credits (both actual and tentative). Bills are sent to the student unless the Bursar is requested in writing to direct them to someone other than the student.

Payment may be made by the semester due date, by installment payment plan over the course of the semester, or by combining the two options. Bowdoin does not have its own in-house payment plan. Students may choose from three outside installment payment plan agencies offered. Applications are included with the first bill for each semester. The plans offered are through Academic Management Services (AMS), Key Education Resources, and Tuition Management Systems (TMS). Credit cards are not accepted by Bowdoin College in payment of college charges.

The Curriculum

Bowdoin recognizes through its course offerings and requirements the importance of relating a liberal education to a world whose problems and needs are continually changing. The College does not prescribe specific courses for all students. Rather, each student determines an appropriate program of liberal arts courses within the framework of the College's academic standards and in consultation with an academic advisor.

Bowdoin offers a course of study leading to the degree of Bachelor of Arts. The requirements for the degree include completion of a minimum number of courses, residence at the College for a minimum time, fulfillment of the distribution requirements, and completion of a major. A student must achieve minimum grades in order to remain enrolled at Bowdoin.

A vital part of the educational experience takes place in the interaction between students and their academic advisors. Each student is assigned a pre-major academic advisor at the start of the first year. The pre-major academic advising system is intended to help students take full advantage of the first two years of Bowdoin and begin to plan the remaining years. It provides a framework within which a student can work with a faculty member to make informed academic decisions. Such a partnership is particularly important during the period of transition and adjustment of the first year. Faculty members may make recommendations about courses, combinations of courses, or direct students towards other resources of the College. They may also play a role at moments of academic difficulty. The effectiveness of the system depends on the commitment of the student and the advisor. Students declare their majors during the second semester of the sophomore year, and afterwards are advised by members of their major departments.

ACADEMIC REQUIREMENTS FOR THE DEGREE

To qualify for the bachelor of arts degree, a student must have:

1. Successfully passed thirty-two full-credit courses or the equivalent;
2. Spent four semesters (successfully passed sixteen credits) in residence, at least two semesters of which have been during the junior and senior years;
3. Completed at least two courses in each of the following divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts—and two courses in non-Eurocentric studies; and
4. Completed a major, either a departmental major, two departmental majors, a coordinate major, an interdisciplinary major, or a student-designed major (a departmental minor may be completed with any of the preceding).
5. In addition, all students beginning with the Class of 2009 must have completed a first-year seminar.

No student will ordinarily be permitted to remain at Bowdoin for more than nine semesters of full-time work.

DISTRIBUTION REQUIREMENTS

Students must take two courses from each of the three divisions of the curriculum—natural science and mathematics, social and behavioral sciences, and humanities and fine arts. Students must also take two courses in non-Eurocentric studies; a course that satisfies the non-Eurocentric studies requirement may also count for its division. In addition, all students beginning with the Class of 2009 must take a first-year seminar. These requirements may not be met by Advanced Placement or International Baccalaureate credits, but may be met by credits earned while studying away from Bowdoin. Distribution requirements should normally be completed by the end of the sophomore year. Areas of distribution are defined as follows:

Natural Science and Mathematics: Biochemistry, biology, chemistry, computer science, geology, mathematics, neuroscience, physics, and certain environmental studies and psychology courses. (Designated by the letter *a* following a course number in the course descriptions.)

Social and Behavioral Sciences: Africana studies, economics, government, psychology, sociology and anthropology, and certain Asian studies, environmental studies, history, and gender and women's studies courses. (Designated by the letter *b* following a course number in the course descriptions.)

Humanities and Fine Arts: Art, Chinese, classics, dance, education, English, film, German, Japanese, music, philosophy, religion, Romance languages, Russian, theater, most history courses, and certain Asian studies and gender and women's studies courses. (Designated by the letter *c* following a course number in the course descriptions.)

Non-Eurocentric Studies: Students must take two courses that focus on a non-Eurocentric culture or society, exclusive of Europe and European Russia and their literary, artistic, musical, religious, and political traditions. The requirement is intended to introduce students to the variety of cultures and to open their minds to the different ways in which people perceive and cope with the challenges of life. Though courses primarily emphasizing North American and European topics will not count toward this requirement, courses focusing on African American, Native American, or Latin American cultures will meet the requirement. Language courses do not meet this requirement. (Designated by the letter *d* following a course number in the course descriptions.)

THE MAJOR PROGRAM

Students may choose one of six basic patterns to satisfy the major requirement at Bowdoin: a departmental major, two departmental majors (a double major), a coordinate major, an interdisciplinary major, a student-designed major, or any of the preceding with a departmental minor. The requirements for completing specific majors and minors are presented in detail in the section describing the courses offered by each department, beginning on page 46. Interdisciplinary majors are described beginning on page 189.

Students should have ample time to be exposed to a broad range of courses and experiences before focusing their educational interests and so do not declare their majors until spring of the sophomore year. Students are required to declare their majors before registering for courses for the junior year or applying to participate in off-campus study programs. Students declare their majors only after consultation with a major academic advisor(s). Since some departments have courses that must be passed or criteria that must be met before a student will be accepted as a major, students are encouraged to think well in advance about possible majors and to speak with faculty about their educational interests. Students may change their majors after consultation with the relevant departments, but they may not declare a new major after

after consultation with the relevant departments, but they may not declare a new major after the first semester of the senior year. Special procedures exist for interdisciplinary and student-designed majors. These are described below.

Departmental and Program Majors

Departmental and program majors are offered in the following areas:

Africana Studies
Anthropology
Art History
Asian Studies
Biochemistry
Biology
Chemistry
Classics
Classical Archaeology
Classical Studies
Computer Science
Economics
English
French
Gender and Women's Studies
Geology
German
Government and Legal Studies
History
Latin American Studies
Mathematics
Music
Neuroscience
Philosophy
Physics and Astronomy
Psychology
Religion
Romance Languages
Russian
Sociology
Spanish
Visual Arts

A student may choose to satisfy the requirements of one department or program (single major) or to satisfy all of the requirements set by two departments (double major). A student who chooses a double major may drop one major at any time.

Coordinate Major

The coordinate major encourages specialization in an area of learning within the framework of a recognized academic discipline. The coordinate major is offered only in relation to the Environmental Studies Program. For a specific description of this major, see page 120.

Interdisciplinary Major

Interdisciplinary majors are designed to tie together the offerings and major requirements of two separate departments by focusing on a theme that integrates the two areas. Such majors usually fulfill most or all of the requirements of two separate departments and usually entail a special project to achieve a synthesis of the disciplines involved.

Anticipating that many students will be interested in certain patterns of interdisciplinary studies, several departments have specified standard requirements for interdisciplinary majors. These are:

Art History and Archaeology
Art History and Visual Arts
Chemical Physics
Computer Science and Mathematics
English and Theater
Eurasian and East European Studies
Geology and Chemistry
Geology and Physics
Mathematics and Economics

For complete descriptions of these interdisciplinary majors, see pages 189–92.

A student may take the initiative to develop an interdisciplinary major not specified in the Catalogue by consulting with the chairs of the two major departments. Students who do so must have their program approved by the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year. A student may not select an interdisciplinary major after the junior year.

Student-Designed Major

Some students may wish to pursue a major program that does not fit the pattern of a departmental major, a coordinate major, or an interdisciplinary major. In such cases, a student may work with two faculty members to develop a major program that demonstrates significant strength in at least two departments. Such strength is to be shown in both the number and pattern of courses involved. A synthesizing project is required. Guidelines for the development of student-designed majors are available from the Office of Student Records. Student-designed majors require the approval of the Recording Committee. Students must submit their proposals to the Recording Committee by December 1 of their sophomore year.

The Minor

Most departments and programs offer one or more minor programs consisting of no fewer than four courses and no more than seven courses, including all prerequisites. A minor program must be planned with and approved by both the student's major and minor departments no later than the end of the first semester of the senior year. A minor may be dropped at any time.

The following departments and programs offer a minor:

Africana Studies
Asian Studies
Anthropology
Art (Art History or Visual Arts)
Biology
Chemistry
Classics (Greek, Latin, Classics, Archaeology, or Classical Studies)
Computer Science
Dance*
Economics
Education* (Education Studies or Teaching)
English
Environmental Studies
Film Studies*
Gay and Lesbian Studies*
Gender and Women's Studies
Geology
German
Government and Legal Studies
History
Latin American Studies
Mathematics
Music
Neuroscience
Philosophy
Physics and Astronomy
Psychology
Religion
Russian
Romance Languages (French, Italian, or Spanish)
Sociology
Theater*

* *These programs offer only a minor.*

Academic Standards and Regulations

INFORMATION ABOUT COURSES

Course Credit

Bowdoin courses typically meet for three hours a week, with the anticipation that additional time may be spent in lab, discussion group, film viewings, or preparatory work. Most courses earn one credit each. Music and dance performance courses generally earn one-half credit each. The one exception is Advanced Individual Performance Studies in music, which earn one credit each.

Course Load

All students at Bowdoin are full-time students and, in order to make normal progress toward the degree, are expected to enroll in no fewer than four credits each semester. Students may not take more than four credits while on academic probation without approval from the Recording Committee. Seniors may be required to take one course per semester in their major department, at the department's discretion.

No extra tuition charge is levied upon students who register for more than four credits, and, by the same token, no reduction in tuition is granted to students who choose to register for fewer than four credits during any of their eight semesters at Bowdoin. A student may be granted a tuition reduction for taking fewer than three credits *only* if a ninth semester is required to complete the degree *and* he or she has previously been a full-time Bowdoin student for eight semesters. All such appeals should be made in writing to the Dean of Student Affairs and the Senior Vice-President for Finance and Administration and Treasurer.

Attendance and Examinations

Students are expected to attend the first meeting of any course in which they are enrolled. Students who do not attend the first meeting may be dropped from the course at the discretion of the instructor, but only if the demand for the course exceeds the enrollment limit. Otherwise, Bowdoin has no class attendance requirements, but individual instructors may establish specific attendance expectations. At the beginning of each semester, instructors will make clear to students the attendance regulations of each course. If expectations are unclear, students should seek clarification from their instructors.

Attendance at examinations is mandatory. An absence from any examination, be it an hour examination or a final examination, may result in a grade of F. In the event of illness or other unavoidable cause of absence from examination, instructors may require documentation of excuses from the Office of the Dean of Student Affairs after consultation with the Dudley Coe Health Center or the Counseling Office. Students bear ultimate responsibility for arranging make-up or substitute coursework. In unusual cases (family and personal emergencies, illness, etc.), examinations may be rescheduled by agreement of the course instructor and a dean.

Final examinations of the College are held at the close of each semester and must be given according to the schedule published each semester by the Office of Student Records. No examinations may be given nor extra classes scheduled during Reading Period. All testing activity is prohibited during Reading Period including, but not limited to, take-home exams, final exams, and hour exams. All academic work, except for final examinations, final papers, final lab reports, and final projects, is due on or before the last day of classes; although instructors may set earlier deadlines, they may not set later deadlines. All final academic work, including final examinations, final papers, final lab reports, and final projects is due at or before 5:00 p.m. on the last day of the final examination period; although instructors may set earlier deadlines, they may not set later deadlines. In all cases, students should consult their course syllabi for specific deadlines for specific courses. The deadline for submitting final, approved Honors projects for the Library is determined by the College.

Athletics and other extracurricular activities do not exempt students from the normal policies governing attendance at classes and examinations. When conflicts arise, students should immediately discuss possible alternatives with course instructors. At times, however, students may find themselves having to make serious choices about educational priorities.

A student with three **hour** examinations in one day or three **final** examinations in two days may reschedule one for a day mutually agreeable to the student and the instructor. Other changes may be made for emergencies or for educational desirability, but only with the approval of the Dean's Office.

Also, no student is required to take an examination or fulfill other scheduled course requirements on recognized major religious holidays and Martin Luther King, Jr. Day. The College encourages instructors to avoid scheduling examinations on the following holidays:

2005:	
Rosh Hashanah*	October 3–5
Yom Kippur*	October 12–13
2006:	
Martin Luther King, Jr. Day	January 16
First Day of Passover*	April 12
Good Friday	April 14
Easter	April 16

Course Registration and Course Changes

Registration for each semester is completed by submitting the Course Registration Card. Since most courses have maximum size limits, as well as course prerequisites or enrollment priorities, students cannot be certain they will be enrolled in their top-choice courses. Consequently, the registration card should list four full-credit courses and up to two alternate courses for each. The card must be signed by the pre-major academic advisor (first-year students and sophomores) or the major department advisor(s) (juniors and seniors), and must be presented to the Office of Student Records by 5:00 P.M. on the day specified in the registration instructions. Students receive initial notification of their courses within a few days, and Phase II Registration then gives students the opportunity to adjust their schedules. Students who are studying away are strongly encouraged to register at the same time that students are registering on campus; the Office of Student Records Web site provides the necessary schedules and forms so that registration may be done electronically. All registration information may be found on the Web site at http://www.bowdoin.edu/studentrecords.

Registration for continuing students occurs at the end of the prior semester, generally about four weeks before final examinations. Registration for new students occurs during orientation. Enrollment in courses is complete only when students submit the Enrollment Form,

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**Holidays begin at sundown on the earlier date shown.*

which must be submitted by the end of the first week of classes. This form verifies that a student is on campus and attending classes. A student who does not submit the Enrollment Form may be removed from all classes and barred from using many of the services of the College, including, but not limited to, dining services, library services, and fitness services Enrollment Forms returned late are subject to a $20 fine. In addition, any student who registers initially for courses after the first week of classes must pay a $20 late fee.

Once classes begin, students may adjust their course schedules by submitting an add/drop card to the Office of Student Records. Students have two weeks to make the necessary adjustments to their schedules. An instructor will allow a student to add a course if the following three conditions have been met: 1) the student has the necessary qualifications, including but not limited to the course prerequisites; 2) the approved maximum class size limit has not been reached; and 3) the student and instructor have agreed on how missed class material and assignments will be managed. No course may be added or dropped after the second week of classes. Students in their first semester at Bowdoin, however, have an extended drop period of six weeks; this longer period for new students recognizes the fact that new students sometimes undergo a period of adjustment to college-level work. Anyone who wants to add or drop a course after the two-week deadline must petition the Recording Committee, except for first-semester students who may drop through the sixth week with the permission of their dean and advisor. Generally petitions are only approved if the student can show extreme personal or medical reasons for the lateness of the change. Any course dropped after the deadline will appear on the transcript with a grade of W (for withdrew). Late adds will require that the student has been attending the course from the very beginning of the semester. Documentation may be required. Course changes made after the deadline will require payment of a $20 late fee per change, unless the change is made for reasons outside the control of the student.

A student will not receive a grade for a course unless he or she has completed and submitted the forms to register for or add the course. Also, a student will receive a failing grade for a course he or she stops attending unless a drop form has been completed and submitted before the deadline. Students are expected to monitor their records on Bearings, the College's student information system; this includes monitoring the courses for which they are registered. The student bears ultimate responsibility for completing and submitting forms that provide the College with an accurate record of the student's course schedule.

Independent Study

With approval of a project director, a student may elect a course of independent study for which regular course credit will be given. A department will ordinarily approve one or two semesters of independent study. Where more than one semester's credit is sought for a project, the project will be subject to review by the department at the end of the first semester. In special cases, the Recording Committee, upon recommendation of the department, may extend credit for additional semester courses beyond two.

There are normally two kinds of independent study and each should be registered for under the appropriate course number. A directed reading course designed to allow a student to explore a subject not currently offered within the curriculum shall be numbered **291, 292, 293,** or **294.** An independent study that will culminate in substantial and original research; or in a fine arts, music, or creative writing project; or that is part of a departmental honors program shall be numbered **401** or higher. Independent study may not be taken on a Credit/D/Fail basis.

In independent study and honors courses that will continue beyond one semester, instructors have the option of submitting at the end of each semester, except the last, a grade of S (for Satisfactory) in place of a regular grade. Regular grades shall be submitted at the end of the final semester and shall become the grades for the individual semesters of the course.

Course Grades

Course grades are defined as follows: A, the student has mastered the material of the course and has demonstrated exceptional critical skills and originality; B, the student has demonstrated a thorough and above average understanding of the material of the course; C, the student has demonstrated a thorough and satisfactory understanding of the material of the course: D, the student has demonstrated a marginally satisfactory understanding of the basic material of the course (only a limited number of D grades may be counted toward the requirements for graduation); F, the student has not demonstrated a satisfactory understanding of the basic material of the course. Plus (+) or minus (–) modifiers may be added to B and C grades: only the minus (–) modifier may be added to the A grade.

Faculty report grades to the Office of Student Records at the close of the semester. Grade reports are available to students on Bearings shortly after the grade submission deadline.

Once reported, no grade is changed (with the exception of clerical errors) without the approval of the Recording Committee. Grades cannot be changed on the basis of additional student work without prior approval of the Recording Committee. If students are dissatisfied with a grade received in a course, they should discuss the problem with the instructor. If the problem cannot be resolved in this manner, the student should consult with the chair of the department and, if necessary, with a dean, who will consult with the department as needed. The student may request a final review of the grade by the Recording Committee.

Most departments will not accept as prerequisites or as satisfying the requirements of the major, courses for which a grade of D has been given. Questions should be referred directly to the department chair. Students who receive a grade of D or F in a course may retake the course. Both courses and both grades will appear on the transcript, but only one course credit will be given for successful completion of a given course.

Credit/D/Fail Option

A student may choose to take a limited number of courses on a Credit/D/Fail basis as opposed to a graded basis. Courses to be taken on a Credit/D/Fail basis should be so indicated on the Registration Card or Add/Drop Card. If a student chooses this option, credit is given if the student produces work at a level of C- or above, a grade of D is given if the student produces work at a D level, and a grade of F is given otherwise.

A student may elect no more than one course of the normal four-course load each semester on a Credit/D/Fail basis, although a student may elect a fifth course any semester on a Credit/D/Fail basis. No more than four of the thirty-two courses required for graduation may be taken on a Credit/D/Fail basis; courses in excess of the thirty-two required may be taken for Credit/D/Fail without limit as to number. Courses that can only be taken Credit/D/Fail (most music ensemble and dance performance courses) are not counted within these restrictions.

Most departments require that all courses taken to satisfy requirements of the major be graded. Courses taken to satisfy distribution requirements may be taken on a Credit/D/Fail basis. No course may be changed from graded to Credit/D/Fail or vice versa after the sixth week of classes.

Incompletes

The College expects students to complete all course requirements as established by instructors. In unavoidable circumstances (personal illness, family emergency, etc.) and with approval of the dean of student affairs and the instructor, a grade of Incomplete may be recorded.

An Incomplete represents a formal agreement among the instructor, a dean, and the student for the submission of unfinished coursework under prescribed conditions. Students must initiate their request for an Incomplete on or before the final day of classes by contacting a dean. If approved, the Incomplete Agreement Form is signed by all necessary individuals, and a date is set by which time all unfinished work must be submitted. In all cases, students are expected to finish outstanding coursework in a period of time roughly equivalent to the period of distraction from their academic commitments. In no case will this period of time extend beyond the end of the second week of classes of the following semester. The instructor should submit a final grade within two weeks of this date. If the agreed-upon work is not completed within the specified time limit, the Office of Student Records will change the Incomplete to Fail or ask the instructor to give a grade based on work already completed. Extensions must be approved by the dean of student affairs. Any exceptions to these rules may require approval of the Recording Committee.

Comment, Failure, and Distinction Cards

Faculty may communicate the progress of students in their classes periodically through Comment Cards. The written observations alert students, academic advisors, and the deans to potential problems confronting students. They can also be used by faculty to highlight improvement or successes. Students should view comment cards as academic progress reports providing warnings or highlighting achievements. When comment cards are used for warning purposes, the student should immediately seek out his or her instructor to discuss strategies for improvement. Academic advisors and deans can also be very helpful in developing strategies for improvement and identifying existing support services and resources, but it is the student's responsibility to seek out each of these people. Not all course instructors utilize Comment Cards so students should not rely on this form of communication as their only source of feedback regarding their progress or standing in a course.

At the end of each semester, instructors issue Failure Cards to students who fail courses. These notations provide precise reasons for a student's failing grades. Students and academic advisors generally find these comments instructive as they plan future coursework. In some cases, when a student has performed exceptionally well or has accomplished something that is particularly noteworthy, an instructor may issue a Distinction Card at the end of the semester.

Transcripts

The Office of Student Records will furnish official transcript copies upon written request. There is no charge for transcripts unless materials are requested to be sent by an overnight delivery service.

Statement of Student Responsibility

The College Catalogue is made available each year to every Bowdoin student. Also, students have access to their academic records on Bearings, the College's student information system. In all cases, the student bears ultimate responsibility for reading and following the academic policies and regulations of the College and for notifying the Office of Student Records of any problems in his or her records.

THE AWARD OF HONORS

General Honors

General honors (or Latin honors) are awarded with the degree on the basis of an average of all grades earned at Bowdoin, with a minimum of sixteen credits required for the computation. To compute the average, an A is assigned four points; a B, three points; a C, two points; a D, one point; and an F, zero points. Plus (+) or minus (–) modifiers add or subtract three-tenths of a point (0.3). Half-credit courses are weighted as one-half course. Credit grades are omitted from the computation, but a D or F grade received in a course taken on a Credit/D/Fail basis does count. In the case of a course taken at Bowdoin one or more times, only the first grade will be included. The resulting grade point average (GPA) is not rounded. A degree *summa cum laude* is awarded to students whose GPAs are in the top two percent (2%) of the graduating class: a degree *magna cum laude* is awarded to students whose GPAs are in the rest of the top eight percent (8%) of the graduating class; and a degree *cum laude* is awarded to students whose GPAs are in the rest of the top twenty percent (20%) of the graduating class.

Departmental Honors: The Honors Project

The degree with a level of honors in a major subject is awarded to students who have distinguished themselves in coursework in the subject and in an honors project. The award is made by the faculty upon recommendation of the department or program.

The honors project offers seniors the opportunity to engage in original work under the supervision of a faculty member in their major department or program. It allows qualified seniors to build a bridge from their coursework to advanced scholarship in their field of study through original, substantial, and sustained independent research. The honors project can be the culmination of a student's academic experience at Bowdoin and offers an unparalleled chance for intellectual and personal development.

Students who have attained a specified level of academic achievement in their field of study by their senior year are encouraged to petition their department or program to pursue an honors project carried out under the supervision of a faculty advisor. The honors project usually takes place over the course of two semesters; some departments allow single-semester honors projects. The honors project results in a written thesis and/or oral defense, artistic performance, or showing, depending on the student's field of study. Students receive a grade for each semester's work on the honors project and may be awarded a level of honors in their department or program, as distinct from general honors.

The honors project process differs across departments and programs in terms of qualification criteria, requirements for completion, the level of honors awarded, and the use of honors project credits to fulfill major course requirements. In general, each semester's work on an honors project will be considered an independent study numbered **401** or higher until the honors project is completed. Students must complete an honors project to be eligible for departmental or program honors. If students do not fulfill the requirements for completion of the honors project but carry out satisfactory work for an independent study, they will receive independent study credit for one or two semesters.

All written work in independent study accepted as fulfilling the requirements for departmental honors is to be deposited in the College Library in a form specified by the Library Committee.

Sarah and James Bowdoin Scholars (Dean's List)

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 33, above.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who has earned a GPA of 4.00.

Students who receive College honors have their names sent to their hometown newspaper by the Office of Communications. Students not wishing to have their names published should notify the office directly.

DEFICIENCY IN SCHOLARSHIP

Students are expected to make normal progress toward the degree, defined as passing the equivalent of four full-credit courses each semester. Students not making normal progress may be asked to make up deficient credits in approved courses at another accredited institution of higher education. In addition, students are expected to meet the College's standards of academic performance. The Recording Committee meets twice each year to review the academic records of students who are not meeting these standards. Students are placed on probation or suspension according to the criteria below; students on probation or suspension are not considered to be in good academic standing. In cases of repeated poor performance, a student may be dismissed from the College. In cases when a student's academic standing changes, copies of correspondences with the student that outline the student's academic standing are sent to the student's parents or guardian.

Academic Probation

Students are placed on academic probation for one semester if they:

1. Receive one F or two Ds in any semester;
2. Receive one D while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of four Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

Also, students are placed on academic probation for one semester upon returning from academic suspension. Students on academic probation will be assigned to work closely with their academic advisor and a person from the Office of the Dean of Student Affairs. Students are required to enroll in four graded full-credit courses while on academic probation. Students on academic probation normally are not eligible to study away.

Academic Suspension

Students are placed on academic suspension if they:

1. Receive two Fs, one F and two Ds, or four Ds in any semester;
2. Receive one F or two Ds while on academic probation;
3. Receive during their tenure at Bowdoin a cumulative total of six Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

A student on suspension for academic deficiency normally is suspended for one year and may be asked to complete coursework at another accredited four-year institution before being readmitted. Students are expected to earn grades of C- or better in these courses. Other conditions for readmission are set by the Recording Committee and stated in writing at the time of suspension. A suspended student must submit a letter requesting readmission. The Readmission Committee meets to consider these requests twice each year, once in late July and once in mid-December. A student who is readmitted is eligible for financial aid, according to demonstrated need, as long as the student adheres to the relevant financial aid deadlines. Once the student is readmitted, the Office of Student Records will send course information to the student's permanent address unless an alternative address has been provided. The student will be unable to participate in course registration until the first day of classes of the semester in which he or she returns. Students are ineligible for housing until after they have been readmitted and there is no guarantee that College housing will be available at that time. While suspended, students are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are unable to participate in Bowdoin College athletic programs until they have been readmitted. Students are permitted to submit an application for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted.

Dismissal

Students will be subject to dismissal if they:

1. Incur a second academic suspension; or
2. Receive during their tenure at Bowdoin a cumulative total of nine Ds or some equivalent combination of Fs and Ds where one F is equivalent to two Ds.

OTHER ACADEMIC REGULATIONS

Leave of Absence

Students may, with the approval of a dean and in consultation with their academic advisor, interrupt their Bowdoin education and take a leave of absence to pursue nonacademic interests for one or two semesters. The conditions governing a leave of absence are as follows:

1. Students must be in good academic and social standing at the end of the semester immediately prior to the start of the leave.
2. Leaves typically begin at the start of a regular semester and may not extend beyond two terms. Exceptions may be granted by the dean of student affairs.
3. Leave extensions, terminations, or cancellations must have the approval of a dean.
4. Students on leave are not considered enrolled at Bowdoin and are expected to leave the College community. Exceptions may be granted by the dean of student affairs.
5. Students on leave may not transfer academic credit to Bowdoin for coursework taken while on leave.

Students on leave of absence will be able to participate in course registration for the semester in which they are expected to return. Materials will be sent to their permanent address unless an alternative address has been provided. Students will be able to participate in the selection of housing via a proxy process and are free to visit campus without the dean's permission. While on leave, students are unable to compete in Bowdoin College athletic programs until after the last day of exams prior to the semester that they are scheduled to return. Students are permitted to submit applications for Off-Campus Study and for RA, proctor, or house resident positions, and normal deadlines apply. Students are expected to return at the conclusion of their leave. Readmission is unnecessary, and individuals retain financial aid eligibility if they adhere to College deadlines.

To initiate a request for a leave of absence, students must complete a Leave of Absence Request Form. These are available in the Dean of Student Affairs Office and online at www.bowdoin.edu/studentaffairs/. Approvals for a leave and the conditions associated with the leave will be provided in writing to the student by the dean.

Medical/Personal Leave of Absence

Medical and emotional circumstances sometimes force students to temporarily interrupt their Bowdoin education and take a medical leave of absence. To initiate a request for a medical leave, the student or his/her advocate (advisor, parent, member of the Health Center or Counseling Center staffs, etc.) should contact a dean who will coordinate the leave and subsequent readmission. Approvals for a medical leave of absence and the conditions associated with the leave will be provided in writing to the student by the dean.

Normally, the College discourages students on medical leave of absence from transferring course credit back to Bowdoin. The dean's office will allow a limited course load (one or two Bowdoin-approved courses) if the student has the support of his/her health care provider. All such requests should be made in writing to the student's dean and should include a letter from the student's health care provider expressing support. Refer to "Transfer of Credit from other Institutions" for important details about the transfer of credit process. Petitions to take more than two courses are seldom granted and must be approved by the Recording Committee.

While on medical leave, students may take courses with the permission of the dean of student affairs and as long as this does not interfere with their recovery and ability to return to Bowdoin. Once a student is readmitted, the Office of Student Records will send course information to his or her permanent address unless an alternative address has been provided. Students on medical leave will be ineligible for housing until after they have been readmitted; however there is no guarantee that College housing will be available at that time.

Students on medical leave are not considered enrolled at Bowdoin and are expected to leave the College community. Further, they are not permitted to visit campus without the written permission of the dean of student affairs. Generally, permission to visit campus is only granted for educational or health treatment purposes. Students are permitted to submit applications for Off-Campus Study (normal deadlines apply); however, they are not eligible to apply for RA, proctor, or house resident positions until readmitted. Students on medical leave retain financial aid eligibility if they adhere to College deadlines.

Involuntary Leave of Absence

In unusual circumstances, the dean of student affairs or his or her designee may place a student on an involuntary leave of absence. A student who has any illness, behavior, or condition that might endanger or damage the health or welfare of the student or any other member of the college community; or whose illness, behavior, or condition is such that it cannot be effectively treated or managed while the student is a member of the college community, may be subject to an involuntary leave of absence for medical reasons.

Students unable to pay their college bills may be subject to an involuntary leave of absence for financial reasons.

Transfer of Credit from Other Institutions

The Bowdoin degree certifies that a student has completed a course of study that meets standards established by the faculty. It is normally expected that all of a student's coursework after matriculation will be completed either at Bowdoin or in an approved semester- or year-long off-campus study program. (More information about such programs can be found in the section on Off-Campus Study beginning on page 43.)

Apart from taking courses at Bowdoin or in approved off-campus study programs, the College recognizes that there may be rare occasions when it would serve a student's educational interests to take courses elsewhere for credit toward the Bowdoin degree. In such cases, the work done elsewhere should represent a standard of achievement comparable to what is expected at Bowdoin in a field of study characteristic of the liberal arts. The College does not grant credit for professional or vocational study at other institutions.

A student may transfer a cumulative total of no more than four credits from study in summer school programs. The College does not regularly grant credit for work completed through two-year institutions, correspondence, or Internet programs, or abbreviated winter terms ("Jan Plans"). Credit is not granted for courses taken elsewhere during the academic year except in special circumstances and with the prior approval of the Recording Committee.

Students must apply to the Office of Student Records for permission to transfer credit in advance of enrollment at another institution. The Application for Transfer of Credit requires the approval of the advisor and the appropriate Bowdoin department chair as well as the catalog description and syllabus of each course for which credit is desired. In certain cases, students may be given conditional approval and be required to submit supporting documents, including the course syllabus and all papers and exams, after the course has been completed. The advisor, department chair, or Recording Committee may decline to grant credit if the course or the student's work in the course does not satisfy Bowdoin academic standards. Credit is not awarded for courses in which the student has earned a grade below C- or for courses taken on an ungraded basis.

No credit will be awarded until an official transcript showing the number of credits or credit-hours and the grade(s) earned has been received from the other institution. It is the student's responsibility to ensure that the transcript is sent directly to the Office of Student Records, and the transcript must arrive in a sealed envelope. The transcript must be received and permission to transfer credit secured within one year following the term in which the course was taken. Credit may not be transferred if a longer time period has elapsed.

Transcripts of credit earned at other institutions that have been presented to Bowdoin College for admission or transfer of credit become part of the student's permanent record, but are not issued, reissued, or copied for distribution. Course titles and grades for courses that were transferred from other institutions are not recorded on the Bowdoin transcript; credit only is listed.

Students should be aware that credits earned elsewhere may not transfer on a one-to-one basis; some courses may be accorded less (or more) than a full Bowdoin credit. Students are advised to consult with the Office of Student Records in advance to learn the basis on which transfer credit will be determined. For comparison purposes, students should know that one Bowdoin course is generally understood to be equal to four semester-hours or six quarter-hours.

Graduation

Students must complete and submit to the Office of Student Records the Notice of Intent to Graduate by November 1 of the academic year in which they will graduate. Submission of this form begins the final degree audit process and ensures that students receive all notices related to Commencement. Students will generally receive written notice by May 1 that they have been given preliminary clearance to graduate. Final clearance is determined after final grades for the spring semester have been received and all academic work has been completed.

Students may take part in only one Commencement, and they are normally expected to complete all degree requirements before they participate in graduation exercises. Students with two or fewer credits remaining and who can expect to complete all requirements by the end of the following August may be allowed to participate in Commencement but will not receive a diploma. In such cases, the degree will actually be conferred at the May Commencement following the completion of all requirements, and the diploma will be mailed to the student at that time. Speakers at Commencement and other students playing visible leadership roles in the ceremony must have completed all requirements for graduation.

Resignation

Students may resign from Bowdoin at any time. Resignation permanently terminates the student's official relationship with the College. If a student were to decide at some future date to wish to return to Bowdoin, the student would need to reapply to the College through the regular admissions process as a transfer student. Applicants for readmission are reviewed on a case-by-case basis and should contact the transfer coordinator in the Admissions Office for further information. Given the permanency of resignation, students are encouraged to discuss their plans thoroughly with advisors, parents, and a dean.

A decision to resign should be submitted in writing using the Notification of Resignation Form, available in the Office of the Dean of Student Affairs.

Students should consult the Expenses section of this Catalogue for information about tuition and room and board refunds.

The Recording Committee and Student Petitions

The Recording Committee is a standing committee of the College whose purpose is to address matters pertaining to the academic standing of individual students and to consider exceptions to the policies and procedures governing academic life. The committee meets regularly to consider individual student petitions and meets at the end of each semester to review the records of students who are subject to probation, suspension, or dismissal. Decisions of the committee are final.

Students who are seeking exceptions to the academic regulations or curricular requirements must petition the Recording Committee. Petition forms may be obtained from the Office of the Dean of Student Affairs. All petitions require the signature of a dean, and, depending on the nature of the request, some may require supporting documentation from a faculty member, doctor, or counselor. Students are notified of the outcome of their petitions by the secretary of the Recording Committee.

The Readmission Committee

The Readmission Committee meets twice a year, in early August and in mid-December, to consider the petitions of students who are seeking to return from Academic Suspension, Disciplinary Leave, and/or Medical/Personal Leave of Absence. Letters requesting readmission and supporting materials should be directed to the Office of the Dean of Student Affairs. Students on Academic Suspension, Disciplinary Leave, and/or Medical/Personal Leave of Absence are not normally eligible to register for classes or make housing arrangements until they have been readmitted. Students seeking readmission are notified of the outcome of their petitions by the Office of the Dean of Student Affairs.

The Center for Learning and Teaching

Bowdoin College has a group of programs developed to support learning and teaching throughout the curriculum. The three programs are housed together in Kanbar Hall and work cooperatively to enhance Bowdoin's curricular resources and to strengthen students' academic experience. The Baldwin Center, the Quantitative Skills Program, and the Writing Project are described below.

The Baldwin Center

The Baldwin Center opened in 1999–2000 with the mission of creating a space in which students, faculty, and staff members can address issues related to learning at Bowdoin College. Established through a gift to the College by Linda G. Baldwin '73, the center offers resources to help students attain their academic goals and faculty to enhance student learning.

Based on an individualized and holistic approach to learning, the center offers activities and services such as peer tutoring, study groups, and study skills workshops, as well as individual consultation with peer academic mentors. Mentors help fellow students assess their academic strengths and weaknesses and develop individually-tailored time management, organizational, and study strategies. Mentors may be particularly useful to students encountering difficulty balancing the academic and social demands of college life; struggling to find more effective approaches to understanding, learning, and remembering new material; experiencing problems with procrastination; or simply achieving the self-structuring demanded by an independent course or honors project.

In addition, the Baldwin Center provides a resource for faculty on teaching methods, pedagogical innovations, and student learning styles and needs. The director works with the Committee on Teaching and others to develop programs that support faculty members in their efforts to understand and improve learning in their classrooms.

Quantitative Skills Program

The Quantitative Skills (Q-Skills) Program was established in 1996 to assist with the integration of quantitative reasoning throughout the curriculum and to encourage students to develop competence and confidence in using quantitative information. The program was established in recognition of the conflicting realities of: 1) an increasing demand to understand and use quantitative information both in college-level work and for effective citizenship, with 2) the unevenness of quantitative preparation of entering students who arrive on campus from a wide variety of secondary schools.

The Q-Skills Program assists students in a variety of ways. Entering students are tested to assess their proficiency with quantitative material. Utilizing the test results and other indicators, the Director of Quantitative Skills and faculty advisors counsel students to take courses across the curriculum that will enhance their quantitative interpretation, representation, estimation, and manipulation skills. The Q-Skills Program supplements many of the quantitative courses by providing small study groups led by trained peer tutors. Upon the request of instructors, workshops on special topics are also provided by the Q-Skills Program. One-on-one tutoring is available on a limited basis.

The Writing Project

The Writing Project is a peer tutoring program based on the premise that students are uniquely qualified to serve as intelligent, empathetic readers of one another's writing. As collaborators rather than authorities, peer tutors facilitate the writing process for fellow students by providing helpful feedback while encouraging writers to retain an active and authoritative role in writing and revising their work. Each semester, the Writing Project assigns specially selected and trained writing assistants to a variety of courses by request of the instructor. The assistants read and comment on early drafts of papers and meet with the writers individually to help them expand and refine their ideas, clarify connections, and improve sentence structure. After revisions have been completed, each student submits a final paper to the instructor along with the early draft and the assistant's comments. Students in any course may also reserve conferences with a writing assistant in the Writing Workshop held Sunday through Wednesday evenings.

Students interested in becoming writing assistants apply before spring break. Those accepted enroll in a fall semester course on the theory and practice of teaching writing, offered through the Department of Education. Successful completion of the course qualifies students to serve as tutors in later semesters, when they receive a stipend for their work. A list of courses participating in the Project will be available during the first week of each semester. For further information, contact Kathleen O'Connnor, director of the Writing Project, or visit the Writing Project Web site.

Special Academic Programs

Architectural Studies

Although the College offers no special curriculum leading to graduate study in architecture and no major in architecture, students can construct a course of study combining art and architecture studio courses with others in art history, environmental studies, physics, and other related disciplines to prepare for architectural study. The architecture studio course is intended to develop the ability to conceive and communicate architectural and spatial concepts in two and three dimensions. Interested students should speak with members of the Visual Arts Division of the Department of Art, with Jill Pearlman in the Environmental Studies Program, or with members of the Career Planning Center staff as early in their Bowdoin careers as possible.

Arctic Studies

A concentration in Arctic studies, offered through the Department of Sociology and Anthropology, the Department of Geology, and the Peary-MacMillan Arctic Museum and Arctic Studies Center, provides students with opportunities to explore cultural, social, and environmental issues involving Arctic lands and peoples. Students interested in the Arctic are encouraged to consult with the director of the Arctic Studies Center in order to plan an appropriate interdisciplinary program, involving course work and field work at Bowdoin and in the North.

Engineering (3-2 Option; 4-2 Option)

Bowdoin College arranges shared studies programs with the School of Engineering and Applied Science of Columbia University, the Thayer School of Engineering at Dartmouth College, and the California Institute of Technology (Caltech). The successful student earns both a Bachelor of Arts degree from Bowdoin after four years and a Bachelor of Science degree from the engineering school after completing a fifth year in the engineering program.

Students in the shared studies program may transfer into the third year of the engineering program at Columbia after three years at Bowdoin. Columbia also offers a 4-2 option, which allows students to complete their senior year at Bowdoin before pursuing a master's degree at Columbia.

Dartmouth offers a number of options, including taking the junior year at the Dartmouth engineering program, senior year at Bowdoin, and fifth year at Dartmouth's Thayer School of Engineering.

Caltech invites students of superior academic achievement from a select group of liberal arts colleges to apply to their 3-2 Program. Determination of acceptance is decided by the Caltech Upperclass Admissions Committee for students to transfer upon completion of their junior year.

Also, students may apply as regular transfer students into any nationally recognized engineering program. All students must take **Physics 103, 104, 223, 229, 300** or **Mathematics 224; Chemistry 109; Mathematics 161, 171,** and **181**; and **Computer Science 103** or **107**. They are also expected to have completed at least ten semester courses outside of mathematics and science, one of which should be in economics.

First-Year Seminars

The purpose of the first-year seminar program is to introduce students to college-level disciplines and to lead students to understand the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. Each seminar places an emphasis upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

A complete listing of first-year seminars being offered in the 2005–2006 academic year can be found on pages 133–42.

Health Professions Advising

The Office of Health Professions Advising provides students and recent graduates information and guidance regarding a wide range of opportunities in health care. First-year students interested in the health professions are encouraged to attend an introductory meeting during orientation. The office sponsors panel discussions with health care providers, presentations by admissions officers, and a variety of workshops throughout the year to inform all students of their options and of the requirements for entry into each field. The director is available to meet with students in scheduled appointments. Assistance is offered with such issues as the selection of courses, the pursuit of relevant experience outside the classroom, and the application process.

Advisory networks of health care professionals in the Brunswick area and of alumni/ae in the health professions nationwide afford opportunity for career exploration, and the Health Professions Advising Web site contains links to many professional associations. A variety of books and directories are available in both the Office of Health Professions Advising and in the Career Planning Center. For further information, see the office's Web site at www.bowdoin.edu/healthprofessions.

Legal Studies

Students considering the study of law should consult with the Legal Studies Advisory Group and the Career Planning Center. Members of the Legal Studies Advisory Group include Richard E. Morgan and Allen L. Springer, Department of Government and Legal Studies; George S. Isaacson '70, Esq.; Karin Clough, Esq., director of the Women's Resource Center; and James Westhoff, assistant director of the Career Planning Center. These individuals assist students in designing a coherent liberal arts program that relates to the study of law and allied fields, and provide guidance on all aspects of the application process.

Bowdoin participates with Columbia University in an accelerated interdisciplinary program in legal education. Under the terms of this program, Bowdoin students may apply to begin the study of law after three years at Bowdoin. Students who successfully complete the requirements for the J.D. at Columbia also receive an A.B. from Bowdoin. For further information, refer to the pre-law Web page at www.bowdoin.edu/cpc/gradschool/.

Teaching

Students interested in teaching in schools or enrolling in graduate programs in education should discuss their plans with personnel in the Education Department. Because courses in education, along with a major in a teaching field. are necessary for certification, it is wise to begin planning early so that schedules can be accommodated. (For information on a ninth semester option for student teaching, see page 105.) An extensive resource library in the Career Planning Center contains information about graduate programs, summer and academic year internships, volunteer opportunities with youth, and public and private school openings. Career advising and credential file services are also available.

Off-Campus Study

STUDENTS are encouraged to broaden and enrich their education through participation in semester- and year-long programs of off-campus study. Whether off-campus study occurs abroad or in the United States, the College regards it as an extension of the on-campus educational experience and expects the courses in which students earn credit toward the degree to be in a field of study characteristic of the liberal arts and to be comparable in intellectual challenge to work done at Bowdoin.

A student who wishes to count academic credit earned in an off-campus study program toward the Bowdoin degree is required to obtain approval, in advance, from the Office of Off-Campus Study. If the student wishes to count credits earned in the program toward the major, the approval of the major department is required as well. Students contemplating off-campus study should consult *Guidelines for Off-Campus Study* distributed by the Office of Off-Campus Study: they are urged to begin planning early in the academic year before that in which they hope to study away, and must complete a request for permission to study away no later than February 21. (Application deadlines for individual programs vary considerably; it is the responsibility of the student to determine these deadlines and ensure that they are met.) To be approved for Bowdoin degree credit, the proposed program of study away should satisfy the College's academic standards and form an integral part of a student's overall academic plan. Approval of individual requests may also be affected by the College's concern to maintain a balance between the number of students away during the fall and spring terms.

Students are expected to carry a full course-load in any off-campus study program. Credit earned is not formally transferred until the Office of Student Records has received and reviewed appropriate documentation from the program. In some cases, it may be required that the appropriate Bowdoin department review the student's completed work.

Bowdoin charges an off-campus study fee (see page 21). Financial aid normally continues to be available for students who qualify.

Depending on their academic needs, students normally are expected to select from the approved list of approximately 100 programs and universities kept by the Office of Off-Campus Study. See below for information on approved programs in which Bowdoin students participate by special arrangement with the sponsoring institutions.

American University Washington Semester Program

The Washington Semester Program, based at American University's Tenley campus in Washington, D.C., offers semesters on several topics, including American Politics (National Government and Public Law), Economic Policy, Foreign Policy, International Environment and Development, Justice, and Peace and Conflict Resolution. Courses are taught by American University faculty. Students who wish to apply must be nominated by Bowdoin's program representative, Janet Martin, in the Department of Government and Legal Studies.

Hamilton College Junior Year in France

The Hamilton College Junior Year in France offers a combination of courses in the various institutes and divisions of the University of Paris and in-house courses taken with students of the program. Hamilton College French professors direct the full-year program on a rotating basis.

Intercollegiate Center for Classical Studies in Rome

The Intercollegiate Center for Classical Studies (ICCS) in Rome provides undergraduates with an opportunity to study Roman art, archaeology, and history, as well as Greek and Roman literature, Italian language, and Renaissance and baroque Italian art. Under a consortial arrangement managed by Duke University, ICCS operates two semesters each academic year; students generally enroll for one semester during their junior year.

Institute for the International Education of Students (IES)

IES operates semester and full-year programs in several foreign countries, with courses in the humanities, languages, social sciences, natural sciences, mathematics, and fine arts. In most cases, IES offers a combination of classes taught expressly for Institute students and regular course offerings at a local partner university. IES programs approved for participating Bowdoin students include those in Buenos Aires (Argentina), Vienna (Austria), Nantes (France), Berlin and Freiburg (Germany), Milan and Rome (Italy), Nagoya (Japan), and Barcelona, Madrid and Salamanca (Spain).

Intercollegiate Sri Lanka Education (ISLE) Program

The ISLE Program, in Kandy, Sri Lanka, is a consortial program affiliated with the University of Peradeniya, and for which Bowdoin is the agency college. ISLE provides up to twenty-four students with the opportunity to pursue academic interests in South Asia. Course offerings include required language study, archaeology, ancient and modern history, Buddhist philosophy and practice, social and gender issues, literature and folklore, politics and government, economics, environmental studies, dance, and independent study. Students live with Sri Lankan host families and tour important archaeological and religious sites.

Marine Biological Laboratory: Semester in Environmental Science

The Marine Biological Laboratory in Woods Hole, Massachusetts, offers the Semester in Environmental Science Program each fall at its ecological research arm, the Ecosystems Center. Two core lecture and laboratory courses, Aquatic Ecosystems and Terrestrial Ecosystems, present basic ecological systems and processes. Students also participate in one of several electives. Students use the skills learned throughout the semester to develop and conduct independent team research projects.

South India Term Abroad (SITA) Program

The SITA Program operates in Tamil Nadu, India. SITA offers one-semester programs in fall and spring, as well as a full-year program. Participants live with host families and tour several regions in South India. Course offerings include language, social and political issues, religion and art, literature, field work, and independent study. Students prepare throughout the semester for the culminating month-long independent study project, and gain significant experience in interviewing, as well as other field methods.

The Swedish Program

The Swedish Program is sponsored by the University of Stockholm and a consortium of American colleges and universities, including Bowdoin. It offers students the opportunity to spend either a semester or a year studying comparative institutional organization and public policy in complex industrial societies. Most courses are interdisciplinary in nature. The only required course is a semester of Swedish language, but nearly all students also take Comparative Public Policy: The Swedish Model and the European Union. Other courses offered typically include Women, Swedish Society, and Culture; Swedish and European Cinema; Politics and Nationalism in Eastern Europe; and Environmental Policy.

Twelve College Exchange

The Twelve College Exchange provides Bowdoin students with the opportunity to study for a year at Amherst, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, or Williams Colleges or Wesleyan University. Also available through the Twelve College Exchange are the *Williams College–Mystic Seaport Program in American Maritime Studies* and the *National Theater Institute.*

Courses of Instruction

THE DEPARTMENTS OF INSTRUCTION in the following descriptions of courses are listed in alphabetical order. A schedule containing the time and place of meeting of all courses will be issued before each period of registration.

EXPLANATION OF SYMBOLS USED

[Bracketed Courses]: Courses that are not currently scheduled for a definite semester, but which have been offered within the past ttwo consecutive years, are enclosed in brackets.

* On leave for the fall semester.

** On leave for the spring semester.

† On leave for the entire academic year.

a: Satisfies one semester of the distribution requirement for natural science and mathematics.

b: Satisfies one semester of the distribution requirement for social and behavioral sciences.

c: Satisfies one semester of the distribution requirement for humanities and fine arts.

d: Satisfies one semester of the distribution requirement for non-Eurocentric studies.

Note: A few courses have no letter designation. These courses may count toward graduation requirements, but do not meet distribution requirements.

Prerequisites: Indicates conditions that must be met in order to enroll in the course.

Course Numbering. Courses are numbered according to the following system:

10–29	First-year seminars
30–99	Courses intended for the nonmajor
100–199	General introductory courses
200–289	General intermediate-level courses
291–299	Intermediate independent study
300–399	Advanced courses, including senior seminars and topics courses
401–404 451–452	Advanced independent study: Original or creative projects and honors courses

Africana Studies

Administered by the Africana Studies Committee;
Randolph Stakeman*, *Program Director and Chair*
Harriet H. Richards, *Program Coordinator*

(See committee list, page 326.)

Joint Appointment with Art: Visiting Assistant Professor Julie McGee
Joint Appointment with Government: Assistant Professor Mingus Mapps†
Joint Appointment with History: Associate Professor Randolph Stakeman*
Joint Appointment with English: Visiting Assistant Professor Dan J. Moos

Africana Studies is an interdisciplinary program designed to bring the scholarly approaches and perspectives of several traditional disciplines to bear on an understanding of black life. Emphasis is placed on the examination of the rich and varied cultures, literature, and history of black people in Africa and in the African diaspora, including the United States, the Caribbean, and Latin America. Such a systematic interdisciplinary approach captures the historic, multifaceted quality of African-American scholarship and allows the student to integrate effectively the perspectives of several academic departments at the College.

Requirements for the Major in Africana Studies

The major in Africana studies consists of five required core courses, a concentration of four additional courses, and a one-semester research project, for a total of ten courses. The core courses—**Africana Studies 101, 102,** or **103; Sociology 208; English 275, 276,** or **278; History 236, 237,** or **243;** and **History 262** or **267**—have been chosen to give the student a thorough background for the study of the black experience and to provide an introduction to the varied disciplines of Africana studies. The four-course concentration is intended to bring the methodologies and insights of several disciplines to a single problem or theme. Suggested concentrations are Race and Class in American Society, Cultures of the African Diaspora, Political Economy of Blacks in the Third World, and the Arts of Black America. Appropriate courses to be taken should be worked out by the student and the director of the Africana Studies Program. No more than one sub-100 level course may count toward the major. Neither courses taken Credit/D/Fail, nor courses in which the student receives a grade of D are accepted for the major.

In addition, the research project, normally completed in the senior year, allows students to conduct research into a particular aspect of the black experience. Students may complete their research project as part of a 300-level course, or as an independent study under the direction of one of the program's faculty. Students should consult with the director concerning courses offered in previous years that may satisfy the program requirements.

Requirements for the Minor in Africana Studies

The minor in Africana Studies consists of five courses in the Africana Studies Program, one of which will be an introductory course (either **Africana Studies 101, 102** or **103**) and one of which will be a research course (either a 300-level seminar or an independent study) as a capstone course. In order to ensure that the minor will be multidisciplinary, no more than three of the courses can be from the same department. Neither courses taken Credit/D/Fail, nor courses in which the student receives a grade of D are accepted for the minor.

First-Year Seminars

For a full description of first-year seminars, see pages 133–42.

10b,d. Racism. Fall 2005. Roy Partridge.
(Same as **Sociology 10.**)

25c. The Civil War in Film. Spring 2007. Patrick Rael.
(Same as **History 25**.)

Introductory, Intermediate, and Advanced Courses

[51c,d. Myth and Heroic Epic of Africa.]

101c,d. Political Economy of Race in America. Spring 2006. Randolph Stakeman.

Investigates the political and economic contexts surrounding racism in America. Looks at the historical roots of that context, the historical and contemporary effects of racism, and the implications of it for our society.

102 c,d. Performing Race: Blackness in America. Fall 2005. Dan Moos.

Examines the conscious construction of black identity in American culture, especially as it pertains to consumption of that identity. Explores the tradition of minstrelsy in America, a kind of racial representation that seems not to have any direct referent, and then moves toward discussions of the present and engages debates of the 1990s regarding representations of African-American urban life in gangsta rap. Careful attention is paid to representations of gender, sexuality, and class, and their transformations over time. Questions how particular material signs represented blackness, how both blacks and whites performed these signs, and how performance itself may reveal the constructedness of various racial identities. A variety of texts are examined (novels, poems, films, paintings, music) to explore the performance of blackness with reference to changes in social, political, and economic structures of American life.

[103b. Race and American Political Development.]

121c. History of Jazz I. Every other year. Fall 2005. James McCalla.

A survey of jazz's development from its African American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, Billie Holiday, and Benny Goodman—through their later careers. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Music 121.**)

122c. History of Jazz II. Every other year. Fall 2006. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Music 122**.)

138c,d. Music of the Caribbean. Fall 2006. Joanna Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between socio-historical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Latin American Studies 138** and **Music 138.**)

205c,d. Motown to Hip Hop: Black Culture and Society in the Post-Civil Rights Era. Spring 2006. Randolph Stakeman.

A look at the relationship between music and social conditions from the apex of the Civil Rights Movement in 1963 to the present. Considers both the political economy of music production and the cultural meanings of the music and its relation to social conditions. (Same as **History 240.**)

Prerequisite: Previous course in Africana studies or history.

[208b,d. Race and Ethnicity.]

[213b. Race, Inequality, and Social Policy.]

217b,d. Overcoming Racism. Spring 2006. Roy Partridge.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans, Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Sociology 217.**)

Prerequisite: **Sociology 10** or **101,** or **Anthropology 101**.

220c. Dance Genres: African American Culture in Action. Every other year. Spring 2006. June Vail.

Studio technique and theory, focusing on three African American dance genres: swing dance/Lindy hop, modern, and hip-hop. Students learn and practice these forms and some others, including step dance, and examine their meaning as art and cultural expression. (Same as **Dance 220**.)

Prerequisite: **Dance 101, 102, 111, 140, 211,** or **311.**

226c,d. African American Art: From Emancipation to Civil Rights. Fall 2005. Julie McGee.

African American art from the nineteenth century to 1960s. Examines the lives and careers of African American artists within the contexts of art, history, and theory. Topics include race and representation through eras of slavery, Emancipation, Primitivist Modernism, the Harlem Renaissance and the New Negro, the Civil Rights movement, and emergent Black Nationalism. Artists considered include Robert Duncanson, Henry O. Tanner, Edmonia Lewis, Aaron Douglas, James VanDerZee, Palmer Hayden, Jacob Lawrence, Elizabeth Catlett, Romare Bearden, and Faith Ringgold. (Same as **Art History 266.**)

227c,d. Modern and Contemporary African Art. Fall 2005. Julie McGee.

An introduction to modern and contemporary art from Africa and the discourses that frame its history, the artists, and their works. Issues considered include authenticity, tradition, modernity, nationality, and African diasporic art. Also examines the complex relationship of African art to colonialism, European art, and its discourse, and the influence of globalization and popular culture. Students are not expected to have prior knowledge of African art, but some background in either Africana studies (theoretical discourses) or art history (historical and stylistic traditions) is recommended. (Same as **Art History 269.**)

233b,d. Peoples and Cultures of Africa. Spring 2006. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms; changes in African societies in the colonial and post-colonial periods are examined, but are not the principal focus of the course. (Same as **Anthropology 233**.)

Prerequisite: Previous course in anthropology.

237c,d. The History of African Americans from 1865 to the Present. Spring 2007. Patrick Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights movement, and conservative retrenchment. (Same as **History 237.**)

239c. Civil War and Reconstruction. Spring 2006. Thomas Desjardin.

What were the true causes of the war? Why did soldiers on both sides fight? What kind of leader was Abraham Lincoln? How did the war change the lives and roles of women? How did the post-war period affect race relations in the United States? Explores these and other questions in order to give students a background of knowledge and analystical skill about this critical period in United States history. Also examines the perceptions of the Civil War that have become part of our popular culture, and how historians, artists, novelists, and others have helped create these perceptions. (Same as **History 239.**)

241c. The Civil Rights Movement. Fall 2005. Daniel Levine.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series *Eyes on the Prize.* (Same as **History 243**.)

245c. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Fall 2005. Jennifer Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **History 245** and **Gender and Women's Studies 245.**)

252c,d. Intermediate Topics in Ethnomusicology: Caribbean Music. Spring 2007. Joanna Bosse.

Examines the diverse musical traditions of the Caribbean and the relationship between musical expression and collective identity formation, including such issues as the role of music in the construction of class, race, nation, and gender. Engages students in discussion of how the legacies of colonialism, slavery, and United States imperialism inform artistic practice in present-day Caribbean societies. (Same as **Latin American Studies 242** and **Music 252**.)

[256b,d. African Archaeology: The Roots of Humanity.]

262c,d. Village to Kingdom: Africa and the Atlantic World, 1400-1880. Fall 2005. David Gordon.

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social, and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? Ends by considering the contradictory effects of Abolition on Africa. (Same as **History 262.)**

264c,d. Conquest, Colonialism, and Independence: Africa since 1880. Spring 2006. David Gordon.

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa — the violent process of colonial "pacification," examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence — mass disenchantment, the rise of the "predatory" post-colonial state, and the wars of the Great Lakes and Sudan. (Same as **History 264**.)

[265c,d. The History of South Africa.]

[266c,d. African History to 1850.]

[267c,d. Africa Since 1850.]

269c,d. After Apartheid: South African History and Historiography. Fall 2005. David Gordon.

An investigation into the varied representations and uses of the past in South Africa. Studies the rise and fall of apartheid and the changing academic and popular representations of South Africa's past. Explores themes of identity and memory from the perspective of South Africa's various peoples, partly through the reading of biographies and memoirs, ranging from the life of Nelson Mandela to that of a struggling sharecropper. Ends with the difficulties in developing a critical and conciliatory version of the past in post-apartheid South Africa during and after the Truth and Reconciliation Commission. (Same as **History 269.)**

271c,d. Returning the Gaze: Issues in Black Photography. Spring 2006. Julie McGee.

An examination of issues, ideas, and creativity with respect to African American photography from the nineteenth century to the present day. An introduction to the history of blacks as subjects, producers, and theorists of photography. Topics range from portraiture and documentary photography to considerations of race and representation, black consciousness, strategies of resistance and identity formation, class, sex, and gender. Comparative studies with artists of African descent are also included. (Same as **Art History 271.)**

[272c,d. African American Art and the Modernist Discourse.]

275c,d. African American Fiction: Counterhistories. Every year. Spring 2006. Elizabeth Muther.

Novels, short stories, and personal histories since 1850. Focuses on strategies of cultural survival as mapped in narrative form—with a special interest in framing structures and trickster storytellers, alternative temporalities, and double-voicing. Authors include Douglass, Brown, Jacobs, Chesnutt, Dunbar, Hurston, West, Wright, Morrison, Bambara, Meriwether, Gaines, Wideman, Walker, and Butler. (Same as **English 275.)**

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the Literature of the Americas requirement for English majors.

277c.Topics in Nineteenth-Century American Literature: Empire of Feeling. Spring 2006. Peter Coviello.

A study of the relations between sentiment and belonging across the American nineteenth century. Considers both how a language of impassioned feeling promised to consolidate a nation often bitterly divided, and some of the problems with that promise. Centers on a reading of Harriet Beecher Stowe's *Uncle Tom's Cabin.* Other authors may include Jefferson, Wheatley, Melville, Hawthorne, Wilson, Harper, and Du Bois. (Same as **English 277**.)

Prerequisite: One first-year seminar or 100-level course in the English Department.

305c,d. Critical Race Theory. Spring 2006. Dan Moos.

Examines the concept of race and ways this construction operates in the political, legal, and cultural arena. Advance interrogation of the history of race as a concept — particularly in the United States — evaluates the shift from biological determinism to cultural construction of race definition through intellectual history, literary studies, sociology, philosophy, and legal studies. Explores the shifting tensions between race and gender, class, ethnicity, and nation, as well as interrogating whiteness as normative and addressing the problem of consciousness. Readings include W.E.B. DuBois, bell hooks, Cornel West, Judith Butler, Frantz Fanon, Paul Gilroy, and others.

Prerequisite: One Africana Studies course or permission of instructor.

[307b. Race and Representation.]

[331c,d. Advanced Topics in Caribbean Music.]

368c. Visuality and Ethnicity in Contemporary Art. Spring 2006. Julie McGee.

An exploration of cultural identity and artistic practice in contemporary art with particular focus on ethnicity, identity, and "otherness." To what end do artists embrace or dislodge constructions and aspects of cultural identity and difference, nativism and *indigene*, nation and diaspora, globalism or internationalism? Begins with and includes a core group of American artists, but other artists and accompanying readings are international in scope. Among the many artists considered are Chris Ofili, Roshini Kempadoo, Guillermo Gómez-Peña, Coco Fusco, Carrie Mae Weems, Kara Walker, Jimmie Durham. (Same as **Art History 368.**)

Prerequisite: A previous course in art history or Africana studies, or permission of the instructor.

291–294. Intermediate Independent Study.

401–404. Advanced Independent Study and Honors.

Art

Professors: Thomas B. Cornell†, Mark C. Wethli, *Director, Visual Arts Division*
Associate Professors: Linda J. Docherty, Susan E. Wegner, *Chair*
Assistant Professors: Pamela M. Fletcher*, Michael Kolster, James Mullen, Stephen Perkinson†
Visiting Assistant Professors: Meghan Brady, Anna Hepler
Joint Appointment with Africana Studies: Visiting Assistant Professor Julie McGee
Joint Appointment with Asian Studies: Assistant Professor De-nin Deanna Lee
Lecturer: John B. Bisbee
Visiting Lecturer: Wiebke N. Theodore
Department Coordinator: Dede Medlen

The Department of Art comprises two programs: art history and criticism, and visual arts. Majors in the department are expected to elect one of these programs. The major in art history and criticism is devoted primarily to the historical and critical study of the visual arts as an embodiment of some of humanity's cultural values and a record of the historical interplay of sensibility, thought, and society. The major in visual arts is intended to encourage a sensitive development of perceptual, creative, and critical abilities in visual expression.

Requirements for the Major in Art History and Criticism

The art history major consists of ten courses, excluding first-year seminars. Required are **Art History 101**; one non-Eurocentric course numbered 103 or higher; one from **Art History 209, 210, 212, 213, 214, 215, 226;** one from **Art History 222, 223, 224,** or **232;** one from **Art History 240, 241, 242, 252, 254, 262,** or **264;** one additional 200-level course; two 300-level seminars; and two additional art history courses numbered above **101,** one of which may be an independent study. Art history majors are also encouraged to take courses in foreign languages and literature, history, philosophy, religion, and the other arts.

Interdisciplinary Majors

The department participates in interdisciplinary programs in art history and archaeology and in art history and visual arts. See page 189.

Requirements for the Minor in Art History and Criticism

The minor consists of five courses, excluding first-year seminars. Required courses are **Art History 101**; two 200-level courses; one 300-level course; and one additional art history course numbered above **101.**

The major and the minor in visual arts are described on page 58.

COURSES IN THE HISTORY AND CRITICISM OF ART

First-Year Seminars

For a full description of first-year seminars, see pages 133–42.

12c. Making Faces: The Art of Portraiture. Spring 2006. Linda Docherty.

13c,d. Stories and Scrolls. Fall 2005. De-nin Deanna Lee.
(Same as **Asian Studies 13.**)

[15c. Art Works, Artists, and Audiences.]

Introductory, Intermediate, and Advanced Courses

101c. Introduction to Western Art. Fall 2005. Linda Docherty.

A chronological survey of the art of the Western world (Egypt, the Near East, Europe, and the European-based culture of North America), from the Paleolithic period of prehistoric Europe to the present. Considers the historical context of art and its production, the role of the artist in society, style and the problems of stylistic tradition and innovation, and the major themes and symbols of Western art. Required of majors and minors in art history. This course is a prerequisite for most upper-level courses in the history of art.

103c,d. Introduction to Asian Art and Architecture. Spring 2006. De-nin Deanna Lee.

A selected survey of art and architecture, primarily in South and East Asia from the Neolithic period to the modern era. Material ranges from ceramics and bronze vessels to temples and icons to narrative painting and public buildings. Considers individual works and sites in stylistic terms and within religious, political, and social contexts. Not open to students who have taken **Art History 140** or **Asian Studies 140.** (Same as **Asian Studies 103.**)

130c,d. Introduction to Art from Ancient Mexico and Peru. Spring 2006. Susan Wegner.

A chronological survey of the arts created by major cultures of ancient Mexico and Peru. Mesoamerican cultures studied include the Olmec, Teotihuacan, the Maya, and the Aztec up through the arrival of the Europeans. South American cultures such as ChavÌn, Nasca, and Inca are examined. Painting, sculpture, and architecture are considered in the context of religion and society. Readings in translation include Mayan myth and chronicles of the conquest.

209c. Introduction to Greek Archaeology. Fall 2005. James Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Archaeology 101.**)

210c. Introduction to Roman Archaeology. Fall 2006. James Higginbotham.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Archaeology 102.**)

[213c. Early Medieval and Byzantine Art.]

[214c. Romanesque and Gothic Art.]

[215c. Illuminated Manuscripts and Early Printed Books.]

[218c,d. Later Chinese Painting: Art of Emperors, Scholars, Merchants, and Courtesans.]

220c,d. Other Modernisms: Art in Twentieth-Century China. Spring 2006. De-nin Deanna Lee.

Examines the multitude of visual expressions Chinese artists adopted, re-fashioned, and rejected during the political struggles of the twentieth century, from the May Fourth Movement of 1919 through the Cultural Revolution (1966–76) and (almost) to the present day. Major themes include the tension between identity and modernity, the relationship between art and politics, and the impact of globalization and an international art market. (Same as **Asian Studies 220.**)

222c. Art of the Italian Renaissance. Fall 2005. Susan Wegner.

A survey of the painting, sculpture, and architecture of Italy in the fourteenth, fifteenth, and sixteenth centuries, with emphasis on major masters: Giotto, Masaccio, Donatello, Brunelleschi, Alberti, Botticelli, Leonardo da Vinci, Raphael, Titian, and Michelangelo.

Prerequisite: **Art History 101** or permission of the instructor.

[223c. The Arts of Venice.]

[224c. Mannerism.]

[226c. Northern European Art of the Fifteenth and Sixteenth Centuries.]

232c. Art in the Age of Velázquez, Rembrandt, and Caravaggio. Spring 2006. Susan Wegner.

The art of seventeenth-century Europe. Topics include the revolution in painting carried out by Caravaggio, Annibale Carracci, and their followers in Rome; the development of these trends in the works of Rubens, Bernini, Georges de la Tour, Poussin, and others; and the rise of an independent school of painting in Holland. Connections between art, religious ideas, and political conditions are stressed.

Prerequisite: **Art History 101** or permission of the instructor.

[242c. Nineteenth-Century European Art.]

243c. Modern Architecture: 1750 to 2000. Fall 2005. Jill Pearlman.

Examines major buildings, architects, architectural theories and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form: and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. Not open to students who have previously enrolled in **Environmental Studies 245.** (Same as **Environmental Studies 243.**)

252c. Modern Art. Spring 2006. Pamela Fletcher.

A study of the modernist movement in visual art in Europe and the Americas, beginning with post-impressionism and examining, in succession: expressionism, fauvism, cubism, futurism, constructivism, Dada, surrealism, the American affinities of these movements, and the Mexican muralists. Modernism is analyzed in terms of the problems presented by its social situation; its relation to other elements of culture; its place in the historical tradition of Western art; and its invocation of archaic, primitive, and Asian cultures.

Prerequisite: **Art History 101** or permission of the instructor.

254c. Contemporary Art. Fall 2006. Pamela Fletcher.

Art of Europe and the Americas since World War II, with emphasis on the New York school. Introductory overview of modernism. Detailed examination of abstract expressionism and minimalist developments; pop, conceptual, and environmental art; and European abstraction. Concludes with an examination of the international consequences of modernist and contemporary developments, the impact of new electronic and technological media, and the critical debate surrounding the subject of postmodernism.

Prerequisite: **Art History 101** or **252**, or permission of the instructor.

262c. American Art from the Colonial Period to the Civil War. Spring 2006. Linda Docherty.

A survey of American architecture, sculpture, painting, and decorative arts from their colonial origins through their development into a distinctive national tradition. Emphasis is placed on understanding American art in its historical context. Field trips to the Bowdoin College Museum of Art and environs of architectural interest.

264c. American Art from the Civil War to 1945. Spring 2007. Linda Docherty.

American architecture, sculpture, and painting between the Civil War and World War II. Issues considered include the expatriation of American painters after the Civil War, the introduction of European modernism to the United States, the pioneering achievements of American architects and photographers, and the continuing tension between native and cosmopolitan forms of cultural expression. Field trips to the Bowdoin College Museum of Art.

266c,d. African American Art: From Emancipation to Civil Rights. Fall 2005. Julie McGee.

African American art from the nineteenth century to 1960s. Examines the lives and careers of African American artists within the contexts of art, history, and theory. Topics include race and representation through eras of slavery, Emancipation, Primitivist Modernism, the Harlem Renaissance and the New Negro, the Civil Rights movement, and emergent Black Nationalism. Artists considered include Robert Duncanson, Henry O. Tanner, Edmonia Lewis, Aaron Douglas, James VanDerZee, Palmer Hayden, Jacob Lawrence, Elizabeth Catlett, Romare Bearden, and Faith Ringgold. (Same as **Africana Studies 226.**)

[268c. Photography and Identity.]

269c,d. Modern and Contemporary African Art. Fall 2005. Julie McGee.

An introduction to modern and contemporary art from Africa and the discourses that frame its history, the artists, and their works. Issues considered include authenticity, tradition, modernity, nationality, and African diasporic art. Also examines the complex relationship of African art to colonialism, European art, and its discourse, and the influence of globalization and popular culture. Students are not expected to have prior knowledge of African art, but some background in either Africana studies (theoretical discourses) or art history (historical and stylistic traditions) is recommended. (Same as **Africana Studies 227.**)

271c,d. Returning the Gaze: Issues in Black Photography. Spring 2006. Julie McGee.

An examination of issues, ideas, and creativity with respect to African American photography from the nineteenth century to the present day. An introduction to the history of blacks as subjects, producers, and theorists of photography. Topics range from portraiture and documentary photography to considerations of race and representation, black consciousness, strategies of resistance and identity formation, class, sex, and gender. Comparative studies with artists of African descent are also included. (Same as **Africana Studies 271.**)

[272c,d. African American Art and the Modernist Discourse.]

Seminars in Art History

The seminars are intended to utilize the scholarly interests of members of the department and provide an opportunity for advanced work for selected students who have successfully completed enough of the regular courses to possess a sufficient background. Admittance to all seminars requires permission of the instructor. The department does not expect to give all, or in some cases any, seminars in each semester. As the seminars are varied, a given topic may be offered only once, or its form changed considerably from time to time.

322c,d. Buddhist Art in Asia. Fall 2005. De-nin Deanna Lee.

Examines the complex art and architecture of the Buddhist religion in Asia. Students gain understanding of the basic teachings of Buddhism in order to understand the religious context of art objects and architectural sites. Begins with the time of Ashoka (272–31 B.C.E.) in India and continues through medieval and modern East and Southeast Asia. Considers how local conditions — cultural, social, and political — shape religious expression. (Same as **Asian Studies 322**.)

Prerequisite: Sophomore standing or above; and **Art History 101** or **Art History 103** (same as **Asian Studies 103**) or **Art History 140** (same as **Asian Studies 140**); or permission of the instructor.

324,c. The Art and Life of Michelangelo. Fall 2005. Susan Wegner.

Examines painting, sculpture, drawings, and poetry of Michelangelo in light of fifteenth- and sixteenth-century Italian society. Topics include color, meaning, and recent restoration of the Sistine Chapel Ceiling and Last Judgment; the heroic male figure in sculpture and drawings; religion and politics in relation to patrons; artistic rivalries with Leonardo, Raphael, and Titian. Readings include English translations of sixteenth-century biographies, art theory, and poetry

Prerequisite: **Art History 101** or permission of the instructor.

357c. The Commercial Art Gallery. Spring 2006. Pamela Fletcher.

Explores the commercial art gallery as a distinct institutional form, emphasizing its historical and functional differences from other exhibition venues. Draws upon theoretical and historical scholarship on museums and exhibition theory, but the primary focus is uncovering the history of the commercial gallery in Europe and the United States from the late eighteenth century to the present, and developing a theoretical paradigm within which to locate the form.

Prerequisite: **Art History 101** or permission of the instructor.

361c. The World of Isabella Stewart Gardner. Fall 2005. Linda Docherty.

A contextual study of Isabella Stewart Gardner (1840-1924) and the museum she created. Focuses on the cosmopolitan world that Gardner inhabited intellectually, artistically, geographically, and historically, and the influence she, in turn, exerted on American art and culture. Field trip to the Isabella Stewart Gardner Museum in Boston.

Prerequisite: **Art History 101** or permission of the instructor.

[365c. Picturing Nature.]

368c,d. Visuality and Ethnicity in Contemporary Art. Spring 2006. Julie McGee.

An exploration of cultural identity and artistic practice in contemporary art with particular focus on ethnicity, identity, and "otherness." To what end do artists embrace or dislodge constructions and aspects of cultural identity and difference, nativism and *indigene*, nation and diaspora, globalism or internationalism? Begins with and includes a core group of

American artists, but other artists and accompanying readings are international in scope. Among the many artists considered are Chris Ofili, Roshini Kempadoo, Guillermo Gómez-Peña, Coco Fusco, Carrie Mae Weems, Kara Walker, Jimmie Durham. (Same as **Africana Studies 368.**)

Prerequisite: A previous course in **Art History** or **Africana Studies,** or permission of the instructor.

291c–294c. Intermediate Independent Study in Art History. Art History Faculty.

401c–404c. Advanced Independent Study and Honors in Art History. Art History Faculty.

VISUAL ARTS

Requirements for the Major in Visual Arts

Eleven courses are required in the department, to include **Visual Arts 150, 160, 250,** and **260;** four other courses in the visual arts, at least one of which must be numbered **270** or higher; **Art History 101;** and two other courses in art history.

Requirements for the Minor in Visual Arts

The minor consists of six courses: **Visual Arts 150, 160,** either **250** or **260,** plus two additional studio courses, at least one of which must be numbered **270** or higher; and **Art History 101.**

Visual arts courses without prerequisites are frequently oversubscribed; preference in enrollment is then given to first- and second-year students, as well as to juniors and seniors fulfilling requirements of the visual arts major or minor.

150c. Drawing I. Fall 2005. Meghan Brady, James Mullen, and Mark Wethli. Spring 2006. Meghan Brady and James Mullen.

An introduction to drawing, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the abstract formal organization of graphic expression; and the development of a critical vocabulary of visual principles. Lectures and group critiques augment studio projects in various drawing media.

160c. Painting I. Fall 2005. James Mullen. Spring 2006. Meghan Brady.

An introduction to painting, with an emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail objective observation and analysis of still-life, landscape, and figurative subjects; exploration of the painting medium and chromatic structure in representation; and the development of a critical vocabulary of painting concepts. Lectures and group critiques augment studio projects in painting media.

Prerequisite: **Visual Arts 150.**

165c. Principles of Design. Every year. Fall 2005. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Dance 130** and **Theater 130.**)

170c. Printmaking I. Fall 2005. Anna Hepler.

An introduction to intaglio printmaking, including etching, drypoint, engraving, monotype, and related methods. Studio projects develop creative approaches to perceptual experience and visual expression that are uniquely inspired by the intaglio medium. Attention is also given to historical and contemporary examples and uses of the medium.

Prerequisite: **Visual Arts 150** or permission of the instructor.

175c. Performance Art. Every other year. Spring 2006. Gretchen Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Dance 140** and **Theater 140.**)

180c. Photography I. Fall 2005. The Department. Spring 2006. Michael Kolster.

Photographic visualization and composition as consequences of fundamental techniques of black-and-white still photography. Class discussions and demonstrations, examination of masterworks, and field and laboratory work in 35mm format. Students must provide their own 35mm non-automatic camera.

190c. Architectural Design I. Fall 2005. Wiebke Theodore. Spring 2006. The Department.

An introduction to architectural design. Studio projects develop skills in program and context analysis, conceptual design principles and processes, and presentation techniques.

195c. Sculpture I. Fall 2005. John Bisbee.

An introduction to sculpture, with emphasis on the development of perceptual, organizational, and critical abilities. Studio projects entail a variety of sculptural approaches, including exploration of the structural principles, formal elements, and critical vocabulary of the sculpture medium. Lectures and group critiques augment studio projects in paper, clay, and other media.

233c. Architecture and Sustainability. Spring 2006. Steven Theodore and Wiebke Theodore.

Explores the critical components, principles, and tools of good sustainable design. Using design exercises, readings, class discussion, field visits, and case studies, students investigate why and how buildings can be designed in ways that are environmentally responsive and responsible. Issues include the relationship between sustainability and creative architectural form, as well as the importance of place and community in design. (Same as **Environmental Studies 233.**)

235c,d. Puppetry. Every other year. Spring 2007. Libby Marcus.

A thorough introduction to the art of puppetry. In its most basic form, puppetry is the inanimate made animate for the purpose of personal expression in performance. Students design and build different styles of puppets (hand, shadow, rod) and learn to use them. The cultural context of puppetry around the world is considered. Students create several short puppet pieces and one culminating performance work in which the primary medium is puppetry. (Same as **Theater 235.**)

Prerequisite: A 100-level course in theater or visual arts.

250c. Drawing II. Fall 2005. Meghan Brady. Spring 2006. Mark Wethli.

A continuation of the principles introduced in **Visual Arts 150,** with particular emphasis on figurative drawing. Studio projects develop perceptual, creative, and critical abilities through problems involving objective observation, gestural expression and structural principles of the human form, studies from historical and contemporary examples, and exploration of the abstract formal elements of drawing. Lectures and group critiques augment studio projects in various drawing media.

Prerequisite: **Visual Arts 150.**

255. The Art of Scientific Illustration: Using 3-D Animations in Education. Fall 2005. Carey Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of film-making and use of high-end three-dimensional animation software. Concludes with a team effort in creating a three-dimensional animated film of the science problem. (Same as **Biology 202.**)

Prerequisite: Permission of the instructor.

260c. Painting II. Spring 2006. Mark Wethli.

A continuation of the principles introduced in **Visual Arts 160,** with studio problems based on direct experience.

Prerequisite: **Visual Arts 160.**

270c. Printmaking II. Spring 2006. Anna Hepler.

A continuation of the principles introduced in **Visual Arts 170,** with particular emphasis on independent projects.

Prerequisite: **Visual Arts 170** or permission of the instructor.

275c. Architectural Design II. Spring 2006. The Department.

A continuation of principles introduced in **Visual Arts 190,** with an emphasis on the idea of the creation and analysis of sacred space. Includes readings and analysis of varieties of sacred space, both natural and constructed, and requires architectural design projects and presentations.

Prerequisite: **Visual Arts 190.**

281c. Digital Color Photography. Fall 2005. The Department.

A continuation of principles introduced in **Visual Arts 180** with an added emphasis on the expressive potentials of color and digital photographic techniques. Different approaches to digital capture, manipulation, and printing are practiced, with a focus on the theory and technical realities of color photography. Through reading assignments, slide presentations, and discussions, students explore historical and cultural implications of digital photography. Assignments and group critiques are used to structure class discussion.

Prerequisite: **Visual Arts 180**.

285c. Sculpture II. Fall 2005. John Bisbee.

A continuation of principles introduced in **Visual Arts 195,** with particular emphasis on independent projects.

Prerequisite: **Visual Arts 195** or permission of the instructor.

295c–299c. Intermediate Independent Study in Visual Arts. Visual Arts Faculty.

350c–359c. Advanced Studies in Visual Arts. Fall 2005. Mark Wethli. Spring 2006. James Mullen.

A continuation of principles introduced in lower division drawing and painting courses, with increasing emphasis on independent projects.

Prerequisite: **Visual Arts 250** or **260** or permission of the instructor.

370c. Printmaking III. Spring 2006. Anna Hepler.

Advanced projects in printmaking.

Prerequisite: **Visual Arts 270** or permission of the instructor.

380c. Photo Seminar. Spring 2006. Michael Kolster.

An extension of principles and techniques developed in **Visual Arts 180** and **Visual Arts 280,** with increased emphasis on independent projects. Seminar discussion and critiques, field and laboratory work. Participants must provide their own non-automatic 35mm camera.

Prerequisite: **Visual Arts 280** or permission of the instructor.

401c. Advanced Independent Study and Honors in Visual Arts. Visual Arts Faculty.

Open only to exceptionally qualified senior majors and required for honors credit. Advanced projects undertaken on an independent basis, with assigned readings, critical discussions, and a final position paper.

Asian Studies

Administered by the Asian Studies Committee;
Thomas D. Conlan, *Program Director and Chair*
Suzanne M. Astolfi, *Program Coordinator*
(See committee list, page 326.)

Associate Professor: Shuqin Cui
Assistant Professor: Songren Cui
Joint Appointment with Religion: Professor John C. Holt
Joint Appointment with Art: Assistant Professor De-nin Deanna Lee
Joint Appointment with English: Assistant Professor Belinda Kong
Joint Appointments with Government: Associate Professor Henry C. W. Laurence, Assistant Professor Lance Guo
Joint Appointments with History: Professor Kidder Smith**, Associate Professor Thomas Conlan, Assistant Professor Rachel Sturman
Instructor: Vyjayanthi Ratnam Selinger
Lecturers: Sree Padma, *Administrative Director of ISLE Program*; Natsu Sato
Visiting Lecturers: Nicholas Lin, Reiko Yoshida

Students in Asian Studies focus on the cultural traditions of China, Japan, or South Asia (India, Sri Lanka, Pakistan, Bangladesh, and Nepal). In completing the major, each student is required to gain a general understanding of one of these cultural areas, to acquire a working proficiency in one of the languages of South or East Asia, to develop a theoretical or methodological sophistication, and to demonstrate a degree of applied specialization. These principles are reflected in the requirements for an Asian Studies major. Student-designed majors focusing on cross-cultural topics in the humanities and/or social sciences are also encouraged. Normally, such student-designed majors will contain a strong disciplinary grounding (e.g., four courses in religion), as well as a significant number of relevant courses focused on Asia.

Off-Campus Study

Foreign study for students interested in Asian Studies is highly recommended. Established programs in the People's Republic of China, Hong Kong, and Taiwan are available for students interested in China. Students are particularly encouraged to attend the ACC, CET, and IUP programs. The AKP and JCMU programs are recommended for students interested in Japan, but they may select another program based upon their academic interests. The ISLE and SITA programs (see page 44) are recommended for students interested in South Asia. Consult the Asian Studies office or Web site for information about these and other programs. Up to three credits from off-campus study (excluding beginning and intermediate — first- and second-year — language courses) may count toward the major. Up to two credits from off-campus study (excluding language courses) may count for the minor.

Requirements for the Major in Asian Studies

One majors in Asian Studies by focusing on a particular geographic and cultural area (e.g., South Asia). Eight courses are required in addition to the study of an Asian language. These eight include a senior seminar (300-level) and other courses as described below. A student who wishes to graduate with honors in the program must also write an honors thesis, which is normally a one-year project. One Credit/D/Fail course may count for the major.

The major requires courses from two categories:

1. *Language.* Two years of an East Asian language or one year of a South Asian language, or the equivalent through intensive language study. The College does not directly offer courses in any South Asian language. Arrangements may be made with the director of the program and the Office of Student Records to transfer credits from another institution, or students may meet this requirement by studying Sinhala on the ISLE Program or Tamil on the SITA Program.

2. *Area-specific courses.* Eight courses, seven of which focus on the student's area of specialization and one of which is in an Asian cultural area outside that specialization. Of the eight courses, a maximum of three may be advanced intermediate (third year) or advanced (fourth year) East Asian language courses. One of these eight courses is normally a senior seminar. The possible areas of specialization are China, Japan, East Asia, and South Asia. Students of China must take **Asian Studies 370, 371,** or **372.** For Japan, **Asian Studies 283** is required. Students focusing on South Asia must take one course each from the following three areas: 1) anthropology (**Asian Studies 234, 235, 248**); 2) religion (**Asian Studies 219, 240, 241, 242**); and 3) history (**Asian Studies 255, 256, 257, 258).**

Requirements for the Minor in Asian Studies

Students focus on the cultural traditions of either East Asia or South Asia by completing a concentration of at least five courses in one geographic area. Of these five courses, two may be language courses, provided that these language courses are at the level of third-year instruction (i.e., **Japanese 205** or **Chinese 205**) or above. Two courses completed in off-campus programs may be counted toward the minor. Students focusing on South Asia must take one course each from the following three areas: 1) anthropology (**Asian Studies 234, 235, 248**); 2) religion (**Asian Studies 219, 240, 241, 242**); and 3) history (**Asian Studies 255, 256, 257, 258).**

Program Honors

Students contemplating honors candidacy in the program must have established records of A and B in program course offerings and present clearly articulated, well-focused proposals for scholarly research. Students must prepare an honors thesis and are examined orally by the program faculty.

First-Year Seminars

For a full description of first-year seminars, see pages 133–42.

13c,d. Stories and Scrolls. Fall 2005. De-nin Deanna Lee.
(Same as **Art History 13.**)

18c. Reincarnations of the Monkey. Fall 2005. Belinda Kong.
(Same as **English 12.**)

[19b,d. East Asian Politics: Introductory Seminar.]

20b,d. Global Media and Politics. Spring 2006. Henry Laurence.
(Same as **Government 102.**)

28c,d. Seekers' Lives. Fall 2005 and Spring 2007. Kidder Smith.
(Same as **History 28.**)

Introductory, Intermediate, and Advanced Courses

[81c,d. Investigating Subjective Experience.]

103c,d. Introduction to Asian Art and Architecture. Spring 2006. De-nin Deanna Lee.

A selected survey of art and architecture, primarily in South and East Asia from the Neolithic period to the modern era. Material ranges from ceramics and bronze vessels to temples and icons to narrative painting and public buildings. Considers individual works and sites in stylistic terms and within religious, political, and social contexts. Not open to students who have taken **Art History 140** or **Asian Studies 140.** (Same as **Art History 103.)**

180c,d. Living in the Sixteenth Century. Fall 2006. Thomas Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Musha* provides the thematic foundation for this course. (Same as **History 180**).

[208. Literature of Ancient Indian Society.]

213c. Introduction to Asian American Literature. Fall 2005. Belinda Kong.

An introduction not only to the writings of Asian America, but also to the historical development of literature as a field of discussion, study, and debate. Begins with a focus on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976), then turns to more contemporary writings, and the question of how to re-conceive the terrains of Asian American literature in light of recent works. Besides Kingston, authors may include Amy Tan, David Henry Hwang, Frank Chin, Louis Chu, John Okada, Carlos Bulosan, Jade Snow Wong, Diana Chang, Edith Maude Eaton (Sui Sin Far), Gish Jen, Chang-rae Lee, and Jhumpa Lahiri. (Same as **English 284.**)

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the Literature of the Americas requirement for students majoring in English.

[218c,d. Later Chinese Painting: Art of Emperors, Scholars, Merchants, and Courtesans.]

[219c,d. Religion and Fiction in Modern South Asia.]

220c,d. Other Modernisms: Art in Twentieth-Century China. Spring 2006. De-nin Deanna Lee.

Examines the multitude of visual expressions Chinese artists adopted, re-fashioned, and rejected during the political struggles of the twentieth century, from the May Fourth Movement of 1919 through the Cultural Revolution (1966–76) and (almost) to the present day. Major themes include the tension between identity and modernity, the relationship between art and politics, and the impact of globalization and an international art market. (Same as **Art History 220.**)

223c,d. Mahayana Buddhism. Spring 2006. John Holt.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of the Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch,* among others. Also briefly studies the teachings of Confucius, Lao Tzu, and Chuang Tzu to better understand the encounter, assimilation, and transformation of Buddhism within Chinese and Japanese religious cultures. (Same as **Religion 223.**)

227b,d. Chinese Politics. Fall 2005. Lance Guo.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. (Same as **Government 227.**)

228b,d. Chinese Foreign Policy. Spring 2006. Lance Guo.

An analytic survey of the history and evolution of China's foreign relations from the inception of the People's Republic of China in 1949. Emphasis is on China's evolving strategic thinking in the context of changing international and regional (the Asia-Pacific) power configuration since the Cold War. Topics include actors, institutions, and processes of foreign policy decision-making; national security and the military; foreign economic relations; Sino-US relations; the Taiwan issue; the South China Sea dispute; the resurgence of nationalism; "greater China"; and the linkages between domestic politics and foreign policy. (Same as **Government 228.**)

[229b,d. Politics of Southeast Asia.]

232b,d. Modernity in South Asia. Spring 2006. Sara Dickey.

What is modernity? How does it differ cross-culturally, and what forms does it take in South Asia? In the countries of South Asia—including India, Pakistan, Sri Lanka, Bangladesh, and Nepal—many aspects of everyday life are both affected by and shape modernity. Economic liberalization, religious nationalism, and popular media are examined, while investigating changes in caste, class, work, gender, family, and religious identities in South Asia. (Same as **Anthropology 243**).

Prerequisite: **Anthropology 101** or **Sociology 101.**

237c,d. History of Sexuality, Gender, and the Body in South Asia. Fall 2005. Rachel Sturman.

Seminar. Explores changing conceptions of the body, sexuality, and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include: practices of female seclusion; ideas of purity, pollution, and the care of the self; religious renunciation, and asceticism; the erotics of religious devotion; theories of desire; modern conjugality; and the emergence of a contemporary lesbian/gay/queer movement. (Same as **Gender and Women's Studies 259** and **History 259.**)

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

239c,d. Violence and Memory in Twentieth-Century India. Spring 2006. Rachel Sturman.

Seminar. Examines narratives of violence and remembrance across literary, historical, filmic, and other genres to consider the ways in which people have attempted to come to terms with, and create a language and a history for, the experience of violence in modern India. Key issues include: Gandhi's efforts to develop a theory and practice of non-violence; the experience of massive religious violence, often considered ethnic cleansing or genocide, that accompanied the end of British colonial rule and the partition of the subcontinent to form the independent nations of India and Pakistan in 1947; and the recent proliferation of religious violence and caste- and gender-based atrocities, as well as state-sponsored violence in the post-colonial era. (Same as **History 239.**)

[240c,d. Hindu Religious Literature.]

[241c,d. Hindu Religious Culture].

242c,d. Theravada Buddhism. Fall 2005. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Religion 222.**)

246c,d. The Fantastic and Demonic in Japanese Literature. Spring 2006. Vyjayanthi Selinger.

From possessing spirits and serpentine creatures to hungry ghosts and spectral visions, Japanese literary history is alive with supernatural beings. The focus of study ranges from the earliest times to modernity, examining these motifs in both historical and theoretical contexts. Readings pose the following broad questions: How do representations of the supernatural function in both creation myths of the ancient past and the rational narratives of the modern nation? What is the relationship between liminal beings and a society's notion of purity? How may we understand the uncanny return of dead spirits in medieval Japanese drama? How does the construction of demonic female sexuality vary between medieval and modern Japan? Draws on various genres of representation, from legends and novels to drama, paintings, and cinema. Students gain an understanding of the different representations of these fantastic beings in Japanese literature, and develop an appreciation of the hold that these creatures from the "other" side maintain over our cultural and social imagination.

248b,d. Activist Voices in India. Spring 2007. Sara Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Anthropology 248** and **Gender and Women's Studies 246.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235; History 256, 258, 259, 288;** or **Religion 12, 221, 323**), or permission of the instructor.

249c,d. Perspectives on Modern China. Fall 2007. Shuqin Cui.

Explores the changing nature of modern China from interdisciplinary perspectives: history, literature, documentary films, and cultural studies. Investigates the process of nation-building and destruction throughout the nineteenth and twentieth centuries by using history as the primary framework and written/visual representations as analytical texts.

252c,d. Mass and Pop Culture in Contemporary China. Spring 2006. Shuqin Cui.

Explores the role of mass and pop culture in contemporary China as it undergoes the transition from a socialist economy to a thriving consumer culture. Using various pop trends and artifacts as texts, emphasizes the question of how the state apparatus and the mass population negotiate, as well as participate, in cultural production and consumption.

[254c,d. Transnational Chinese Cinema.]

256c,d. Modern South Asia. Fall 2005. Rachel Sturman.

Chronological and thematic introduction to the history of South Asia from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, religious fundamentalisms, democracy, and inequality that have shaped post-colonial South Asian societies. (Same as **History 261.**)

258c,d. Politics and Popular Culture in Twentieth-Century India. Spring 2006. Rachel Sturman.

Examines the new forms of politics and of popular culture that shaped twentieth-century modernity in India. Topics include the emergence of mass politics, ideologies of nationalism and communalism, the partition of the subcontinent and communities of violence, urbanization and the creation of new publics, modern visual culture, democracy, caste, gender and social movements, and the politics of development. Focuses on the relationship between new socio-political forms and new technologies of representation and communication. (Same as **History 263.**)

261b,d. Contemporary Chinese Society, Part 1. Spring 2006. Nancy Riley.

Examines several key elements of contemporary society, exploring how Chinese society has changed in recent years and how social institutions such as family, education, and community have been a part of the recent economic and social restructuring. Pays particular attention to how individuals, families, and communities have fared through the many changes. Part of a two-course sequence that includes **Asian Studies 262**. (same as **Sociology 261**).

Prerequisite: Permission of the instructor. Because this course is part of a two-course sequence that includes a six-week trip to China (**Sociology 262/Asian Studies 262**), students are selected on the basis of a short application to be submitted in the fall.

262b,d. Contemporary Chinese Society, Part 2. Spring 2006. Nancy Riley.

A continuation of **Asian Studies 261**, this course includes a six-week trip to China at the end of the spring semester. There, students see firsthand some of the issues studied during the regular semester at Bowdoin. The trip includes lectures and seminars on current issues in China. In addition, students continue work on projects developed during the semester. Grading for this course is Credit/D/Fail. (Same as **Sociology 262.**)

Prerequisite: **Asian Studies 261** (same as **Sociology 261**) must be taken concurrently, and permission of the instructor is required.

264b,d. Gender and Family in East Asia. Fall 2005. Nancy Riley.

Family and gender are central to the organization of East Asian societies, both historically and today. Uses comparative perspectives to examine issues related to family and gender in China. Japan, and Korea. Using the enormous changes experienced in East Asia in recent decades as a context, explores the place of Confucian influences in these societies, the different roles of the state and economy, and the ways that gender and family have been shaped by and shaped those changes. (Same as **Sociology 265** and **Gender and Women's Studies 265.**)

266c,d. Women and Writing in Modern China. Fall 2005. Shuqin Cui.

Approaches the subject of women and writing in 20th-century China from perspectives of gender studies and literary analysis. Considers women writers and their works in the context of Chinese history and as a challenge to the master narratives of Chinese literary tradition. In addition, constructs a dialogue between Chinese women's texts and Western feminist theory. (Same as **Gender and Women's Studies 266.**)

267b,d. International Relations in East Asia. Fall 2005. Lance Guo.

Examines international relations in East Asia (including both Northeast and Southeast Asia) from a regional perspective while considering the impact of outside states on power relations and patterns of interaction in the region. Topics include cultural and historical legacies, nationalism and politics of economic development; flash points in the region such as Korea, Taiwan, and the South China Sea, and the associated foreign policy issues; and broad trends and recent developments in the areas of trade, investment, and regional integration. (Same as **Government 267**).

[269. Applied Research Practicum: Chinese Rural to Urban Migration.]

[271c,d. The Material Culture of Ancient China.]

[272c,d. Cosmic Sexualities in East and South Asian Cultures.]

273c,d. A Social History of Shamanism in East Asia. Fall 2005. Kidder Smith.

What kinds of societies foster shamanic practice? How do variant social structures give rise to analytically similar religious activity? Studies the cultures of Siberia, ancient China, medieval Japan, and premodern Tibet against the larger patterns of shamanic practices in other parts of the world. (Same as **History 273.**)

Prerequisite: Any one of the following: **Asian Studies/History 28, Asian Studies 81, Asian Studies/History 272, Asian Studies/History 276, Religion 101,** or permission of the instructor.

274c,d. Chinese Poetry and Society. Spring 2007. Kidder Smith.

Examines Chinese poetry from early times through its great flourishing in the Tang dynasty (618–906), situating it in its social, political, and religious contexts. Students who have previously enrolled in this course cannot repeat the course for credit. (Same as **History 274.**)

[276c,d. A History of Tibet.]

278c,d. Medieval China. Fall 2006. Kidder Smith.

Studies the multiple cultures of Tang China (a.d.609-916), asking: What are the values of this cosmopolitan, multi-ethnic empire? What is original Buddhism, and how is it related to the Chinese development of Chan (Zen)? How do we comprehend the varieties of Tang cultural expression? (Same as **History 278.**)

[281c,d. The Courtly Society of Heian Japan.]

282b,d. Japanese Politics and Society. Fall 2005 and Fall 2006. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as **Government 232.**)

283c,d. The Origins of Japanese Culture and Civilization. Fall 2005 and Fall 2006. Thomas Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **History 283.**)

284c,d. The Emergence of Modern Japan. Spring 2006 and Spring 2007. Thomas Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of industrialization in the late nineteenth century, which resulted in imperialism, international wars, and ultimately, the postwar recovery. (Same as **History 284.**)

[285c,d. Conquests and Heroes.]

286c,d. Japan and the World. Fall 2005. Thomas Conlan.

Seminar. Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and culture in East Asia. (Same as **History 286.**)

287c,d. Kingship in Comparative Perspective. Spring 2007. Thomas Conlan.

Seminar. What makes a king? How does one characterize or define sovereign authority and to what degree is this culturally specific? Explores the nature of kingship through a comparative perspective, contrasting Buddhist and Confucian notions of kingship and sovereignty. The focus is on Asia (South Asia, China, and Japan), although further insight is provided through comparisons with medieval Europe. (Same as **History 287.**)

289. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2005. Sree Padma.

Focuses include: 1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; 2) how various categories of goddesses can be seen or not as the forms of the "great goddess"; and 3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as Devi Mahatmya, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Religion 289.**) *One-half credit course.*

317c,d. Asian Diaspora: War and Displacement. Spring 2006. Belinda Kong.

Most of us can trace our roots to a place other than the one of our current residence. This place may be generations or continents removed from us, but nonetheless we feel an attachment toward it. We call this place "origin," and the phenomenon of being dispersed from origin is given the name "diaspora." Considers fiction written in English by Asian-descended authors, exploring how diasporic writers negotiate the tensions between their land of descent and their place of dwelling. Focuses on forms of displacement as a consequence of war. Authors may include Salman Rushdie, Timothy Mo, Kazuo Ishiguro, Joy Kogawa, Chang-rae Lee, Ha Jin, Wendy Law-Yone, Lan Cao, Le Thi Diem Thuy, and Vyvyane Loh. (Same as **English 317**.)

Prerequisite: One first-year seminar or 100-level course in the English Department.

322c,d. Buddhist Art in Asia. Fall 2005. De-nin Deanna Lee.

Examines the complex art and architecture of the Buddhist religion in Asia. Students gain understanding of the basic teachings of Buddhism in order to understand the religious context of art objects and architectural sites. Begins with the time of Ashoka (272–31 B.C.E.) in India and continues through medieval and modern East and Southeast Asia. Considers how local conditions — cultural, social, and political — shape religious expression. (Same as **Art History 322**.)

Prerequisite: Sophomore standing or above, and **Art History 101** or **Art History 103** (Same as **Asian Studies 103**), or **Art History 140** (Same as **Asian Studies 104**); or permission of the instructor.

332b,d. Advanced Seminar in Japanese Politics. Spring 2007. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Government 332**.)

Prerequisite: **Asian Studies 282** or **Government 232.**

333b,d. Advanced Seminar in Chinese Politics. Spring 2006. Lance Guo.

Develops an understanding of the process of political change in China by exploring the various underlying driving forces such as marketization, globalization, social dislocation, rampant corruption, etc.; how these are reshaping the socioeconomic foundation of the party-state, compelling changes in governance structure and in the ways power is contested and redistributed; how the CCP's responses affect the outcome, and how it is transforming itself in the process of epic change. (Same as **Government 333**.)

337b,d. Advanced Seminar in Democracy and Development in Asia. Fall 2005. Henry C. W. Laurence.

Examines development from a variety of political, economic, moral, and cultural perspectives. Is democracy a luxury that poor countries can't afford? Are authoritarian governments better at promoting economic growth than democracies? Does prosperity lead to democratization? Are democratic values and human rights universal, or culturally specific? Emphasis on Japan, China, India, and the Koreas. (Same as **Government 337**.)

339c,d. Religions in Southeast Asia. Spring 2006. John Holt.

An examination of Theravada Buddhist literature, myth, art, ritual, and other forms of religious practice (monastic and lay) in relation to medieval and modern moments of social and political history in Burma, Thailand, Laos, and Cambodia. Students read several monographs from various disciplinary perspectives before choosing a topic to research in consultation with the instructor. (Same as **Religion 339**.)

Prerequisite: **Religion 101, 219, 220, 221, 222**, or **223** or permission of the instructor.

370c,d. Problems in Chinese History. Fall 2006. Kidder Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. Primarily for seniors. (Same as **History 370.**)

380c,d. The Warrior Culture of Japan. Spring 2006. Thomas Conlan.

Explores the "rise" of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan's military "rule" and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **History 380.**)

Prerequisite: **History 283, History 284** or permission of the instructor.

291c–299c. Intermediate Independent Study.

401c–404c. Advanced Independent Study and Honors.

LANGUAGE COURSES

Chinese 101c. Elementary Chinese I. Every fall. Songren Cui and Nicholas Lin.

A foundation for communicative skills in modern Chinese (Mandarin). Five hours of class per week and individual tutorials. Introduction to the sound system, essential grammar, basic vocabulary, and approximately 350 characters. Develops rudimentary listening comprehension and conversational skills. No prerequisite. Followed by **Chinese 102.**

Chinese 102c. Elementary Chinese II. Every spring. Songren Cui and Nicholas Lin.

A continuation of **Chinese 101.** Five hours of class per week and individual tutorials. Covers most of the essential grammatical structures and vocabulary for basic survival needs and simple daily routine conversations. Introduction to the next 350 characters, use of Chinese-English dictionary, principles of character simplification, and Chinese word processing. Followed by **Chinese 203.**

Prerequisite: **Chinese 101.**

Chinese 203c. Intermediate Chinese I. Every fall. Nicholas Lin.

An intermediate course in modern Chinese. Five hours of class per week and individual conversation sessions. Consolidates and expands the knowledge of grammar and vocabulary, with an additional 400 characters. Rigorous training in listening, speaking, reading, and writing. Followed by **Chinese 204.**

Prerequisite: **Chinese 102** or permission of the instructor.

Chinese 204c. Intermediate Chinese II. Every spring. Nicholas Lin.

A continuation of **Chinese 203.** Five hours of class per week and individual conversation sessions. Further develops students' communicative competence and strives to achieve a balance between the receptive and productive skills. Students learn another 400 characters; read longer, more complex texts; and write short compositions with increasing discourse cohesion. Followed by **Chinese 205.**

Prerequisite: **Chinese 203** or permission of the instructor.

Chinese 205c. Advanced-Intermediate Chinese I. Every fall. Shuqin Cui.

A pre-advanced course in modern Chinese. Three hours of class per week. Upgrades all skills in listening, speaking, reading, and writing with an emphasis on accuracy and fluency. Followed by **Chinese 206.**

Prerequisite: **Chinese 204** or its equivalent.

Chinese 206c. Advanced-Intermediate Chinese II. Every spring. Shuqin Cui.

A continuation of **Chinese 205.** Three hours of class per week. Focuses on the development of functional skills in reading and writing, particularly dealing with edited and/or media materials such as newspapers, TV broadcasting, and the Internet. Followed by **Chinese 307.**

Prerequisite: **Chinese 205** or its equivalent.

Chinese 307c. Advanced Chinese I. Every fall. Songren Cui.

An advanced course in modern Chinese. Three hours of class per week. Reading of various contemporary literary texts such as narratives, descriptions, and argumentative and expository essays. Emphasizes vocabulary expansion, faster reading speed, better comprehension, and more effective expression by choosing appropriate rhetorical devices.

Prerequisite: **Chinese 206** or its equivalent.

Chinese 308c. Advanced Chinese II. Every spring. Songren Cui.

An advanced course in modern Chinese. Three hours of class per week. Designed to prepare students to make a successful transition from "textbook Chinese" to the "real world," linguistically and culturally through independent reading, formal critique, and group discussion. Develops reading strategies, analytic skills, and self-management study skills. Further improves writing skills to produce more formal, multiple paragraph essays with clarity and coherence.

Prerequisite: **Chinese 307** or its equivalent.

Japanese 101c. Elementary Japanese I. Fall 2005. Natsu Sato and Reiko Yoshida.

An introductory course in modern Japanese language. In addition to mastering the basics of grammar, emphasis is placed on active functional communication in the language, reading, and listening comprehension. Context-oriented conversation drills are complemented by audio materials. The two kana syllabaries and 60 commonly used kanji are introduced. No prerequisite. Followed by **Japanese 102.**

Japanese 102c. Elementary Japanese II. Spring 2006. Natsu Sato and Reiko Yoshida.

A continuation of the fundamentals of Japanese grammar structures and further acquisition of spoken communication skills, listening comprehension, and proficiency in reading and writing. Introduces an additional 90 kanji.

Prerequisite: **Japanese 101** or permission of the instructor.

Japanese 203c. Intermediate Japanese I. Fall 2005. Vyjayanthi Selinger and Reiko Yoshida.

An intermediate course in modern Japanese language, with introduction of advanced grammatical structures, vocabulary, and characters. Continuing emphasis on acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese socio-cultural context. Introduces an additional 100 kanji.

Prerequisite: **Japanese 102** or permission of the instructor.

Japanese 204c. Intermediate Japanese II. Spring 2006. Vyjayanthi Selinger and Reiko Yoshida.

A continuation of **Japanese 203** with the introduction of more advanced grammatical structures, vocabulary, and characters.

Prerequisite: **Japanese 203** or permission of the instructor.

Japanese 205c. Advanced-Intermediate Japanese I. Fall 2005. Reiko Yoshida.

Increases students' proficiency in both spoken and written modern Japanese. A variety of written and audiovisual materials are used to consolidate and expand mastery of more advanced grammatical structures and vocabulary. Includes oral presentation, discussion, and composition in Japanese.

Prerequisite: **Japanese 204** or permission of the instructor.

Japanese 206c. Advanced-Intermediate Japanese II. Spring 2006. Reiko Yoshida.

A continuation and progression of materials used in **Japanese 205.**

Prerequisite: **Japanese 205** or permission of the instructor.

Japanese 307c,d. Advanced Japanese I. Fall 2005. Natsu Sato.

Designed to develop mastery of the spoken and written language. Materials from various sources such as literature, newspapers and cultural journals as well as TV programs and films are used. Assigned work includes written compositions and oral presentations.

Prerequisite: **Japanese 206** or permission of the instructor.

Japanese 308c,d. Advanced Japanese II. Spring 2006. Natsu Sato.

A continuation of **Japanese 307.** Continued efforts to develop oral and written fluency in informal and formal situations. Reading of contemporary texts of literature, business, and social topics.

Prerequisite: **Japanese 307** or permission of the instructor.

Biochemistry

Administered by the Biochemistry Committee
David S. Page, *Chair*
Bruce D. Kohorn**, Brian R. Linton, Barry A. Logan, Anne E. McBride, Eric S. Peterson
Julie J. Santorella, *Program Coordinator*
Academic Department Budget/Financial Analyst Nancy L. Donsbach

Joint Appointments with Biology: Professor Bruce D. Kohorn**,
Assistant Professor Anne E. McBride
Joint Appointment with Chemistry: Professor David S. Page

Requirements for the Major in Biochemistry

All majors must complete the following courses: **Biology 104, Biology 105, Biology 224** or **Biology (Chemistry) 231, Biology (Chemistry) 232, 263; Chemistry 109, 225, 226, 251; Mathematics 161, 171; Physics 103, 104.** Students should complete the required biochemistry core courses by the end of their junior year so that they may take upper-level courses and participate in research in the senior year. Majors must also complete three courses from the following: **Biology 210, 212, 214, 217, 218, 253, 255, 257, 266, 303, 304, 306, 317, 333, 401–404; Chemistry 210, 240, 252, 254, 270, 330, 360, 401–404; Physics 223, 401–404.** Students may include as electives up to two 400-level courses. Students taking independent study courses for honors in the biochemistry major should register for **Biochemistry 401–404**.

Beginning in the 2005–2006 academic year, **Biology (Chemistry) 232** is taught in the fall semester. **Biology (Chemistry) 231** is replaced by **Biology 224** (cross-listed as **Chemistry 231**), taught every spring.

Bowdoin College does not offer a minor in biochemistry.

Biology

Professors: Amy S. Johnson, *Chair;* Carey R. Phillips, William L. Steinhart, Nathaniel T. Wheelwright
Associate Professors: Barry A. Logan. Michael F. Palopoli
Joint Appointments with Biochemistry: Professor Bruce D. Kohorn**, Assistant Professor Anne E. McBride
Joint Appointment with Environmental Studies: Assistant Professor John Lichter
Joint Appointments with Neuroscience: Professor Patsy S. Dickinson, Assistant Professor Hadley Wilson Horch**
Assistant Research Professor: Nicole A. Theodosiou
Adjunct Assistant Professor: Marney Pratt
Teaching Associate: Kristy Duran
Director of Laboratories: Pamela J. Bryer
Laboratory Instructors: Nancy J. Curtis, Kate R. Farnham, Stephen A. Hauptman, Nancy H. Olmstead, Jaret S. Reblin, Elizabeth K. Richards, Peter E. Schlax, Darlene M. Woodman
Aquatic Ecologist/Chemist: Heather Caron
Department Coordinator: Julie J. Santorella
Academic Department Budget/Financial Analyst: Nancy L. Donsbach

Requirements for the Major in Biology

The major consists of eight courses in the department exclusive of independent study and courses below the 100 level. Majors are required to complete **Biology 104, 105,** and three of the twelve core courses. Core courses are divided into three groups. One course must be taken from each group. Majors are also required to complete three other courses within the department, two of which must be at the 250 level or above, and one at the 100 level or above.

Group 1	*Group 2*	*Group 3*
Genetics and Molecular Biology	Comparative Physiology	Behavioral Ecology and Population Biology
Microbiology	Plant Physiology	Biology of Marine Organisms
Developmental Biology	Developmental Biology	Evolution
Cell Biology	Neurobiology	Community and Ecosystem Ecology
Neurobiology		

Majors must also complete one mathematics course, **Mathematics 165** or **171** (or above). Another college statistics course and **Mathematics 161** may satisfy this requirement with permission of the department. Additional requirements are **Physics 103** (or any physics course that has a prerequisite of **Physics 103**), and **Chemistry 225.** Students are advised to complete **Biology 105**, and the mathematics, physics, and chemistry courses by the end of the sophomore year. Students planning postgraduate education in science or the health professions should note that graduate and professional schools are likely to have additional admissions requirements in mathematics, physics, and chemistry. Advanced placement credits may not be used to fulfill any of the course requirements for the major. If students place out of **Biology 104**, eight biology courses must still be completed.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, environmental studies, and neuroscience. See pages 73, 120, and 210.

Requirements for the Minor in Biology

The minor consists of four courses within the department at the 100 level or above, appropriate to the major.

Introductory, Intermediate, and Advanced Courses

67a. Emerging Diseases. Fall 2007. Anne E. McBride.

Explores the biology of microorganisms implicated in new and recurrent infectious diseases in the context of their global impact. Emphasizes class discussion of topics including microbial growth and reproductive strategies, pathogen-host interactions, and social and economic issues relating to infectious diseases.

73a. Being Green: Life According to Plants. Fall 2005. Kristy L. Duran.

Essential concepts in biology are examined, using plants as a model system. Students are introduced to basic principles of evolution, plant anatomy, and ecology. First, plant diversity and variation are examined in the context of evolution. Discussions of natural selection and adaptation lead to the examination of plant form and function. Finally, a study of plant-animal interactions provides an introduction to ecology. Students learn to identify several native plants and gain an understanding of the scientific method in field and laboratory exercises.

79a. Agriculture: Ancient and Modern. Fall 2007. Barry A. Logan.

Though nearly all people presently living on earth depend upon some form of agriculture to feed themselves, farming is a recent innovation when considered in the context of human evolution. The last century witnessed profound changes in agricultural technology and practices. Examines the ecological forces that influenced the establishment and proliferation of agriculture, and studies the scientific underpinnings of the "Green Revolution" and contemporary methods of genetic modification. Compares "high-input" conventional farming with organic approaches in terms of productivity and ecological impacts. (Same as **Environmental Studies 79**.)

104a. Introductory Biology. Every semester. Fall 2005. Barry A. Logan and Patsy S. Dickinson. Spring 2006. Nathaniel T. Wheelwright and Anne E. McBride.

Examines fundamental biological principles extending from the subcellular to the ecosystem level of living organisms. Topics include bioenergetics, structure-function relationships, cellular information systems, physiology, ecology, and evolutionary biology. Lecture and weekly laboratory/discussion groups.

105a. Investigations in Biology. Every semester. Fall 2005. Michael F. Palopoli and William L. Steinhart. Spring 2006. The Department.

A laboratory-centered course that involves students in all aspects of biological investigations, from asking questions and developing hypotheses to analyzing and presenting data. Students develop a deeper understanding of the techniques and methods of science by designing and conducting their own experiments. Because science is conducted in the context of previous research, the course includes an introduction to reading and discussing journal articles/primary literature in biology.

Prerequisite: **Biology 104.**

[121a. Plants: Ecology, Diversity, Form, and Function.]

158a. Perspectives in Environmental Science. Spring 2006. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Chemistry 180** and **Environmental Studies 201.**)

Prerequisite: One 100-level or higher course in biology, chemistry, or geology.

202. The Art of Scientific Illustration: Using 3-D Animations in Education. Fall 2005. Carey R. Phillips.

Explores the uses of art and three-dimensional animations in communicating complex dynamic and spatial relationships, primarily as they pertain to explaining scientific concepts. Students use primary literature to explore a science problem in a seminar-type format. Study of film-making and use of high-end three-dimensional animation software. Concludes with a team effort in creating a three-dimensional animated film of the science problem. (Same as **Visual Arts 255.**)

Prerequisite: Permission of the instructor.

210a. Plant Physiology. Every spring. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Environmental Studies 210.**)

Prerequisite: **Biology 105**.

212a. Genetics and Molecular Biology. Every fall. William L. Steinhart.

Integrated coverage of organismic and molecular levels of genetic systems. Topics include modes of inheritance, the structure and function of chromosomes, the mechanisms and control of gene expression, recombination, mutagenesis, the determination of gene order and sequence, and genetic engineering applications. Laboratory and problem-solving sessions are scheduled.

Prerequisite: **Biology 105**.

213a. Neurobiology. Fall 2006. The Department.

Examines fundamental concepts in neurobiology from the molecular to the systems level. Topics include neuronal communication, gene regulation, morphology, neuronal development, axon guidance, mechanisms of neuronal plasticity, sensory systems, and the molecular basis of behavior and disease. Weekly lab sessions introduce a wide range of methods used to examine neurons and neuronal systems.

Prerequisite: **Biology 104** and one of **Biology 105** or **Psychology 251.**

214a. Comparative Physiology. Every spring. Patsy S. Dickinson.

An examination of animal function, from the cellular to the organismal level. The underlying concepts are emphasized, as are the experimental data that support our current understanding of animal function. Topics include the nervous system, hormones, respiration, circulation, osmoregulation, digestion, and thermoregulation. Labs are short, student-designed projects involving a variety of instrumentation. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 105**.

215a. Behavioral Ecology and Population Biology. Every fall. Nathaniel T. Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Environmental Studies 215.**)

Prerequisite: **Biology 105**.

216a. Evolution. Every spring. Michael F. Palopoli.

An examination of the theory of evolution by natural selection, the central theory in the study of biology. The course provides a broad overview of evolutionary ideas, including the development of Darwin's theory; the modification and elaboration of that theory through the modern synthesis and present-day controversies over how evolution works; the evidence for evolution; evolutionary insights into processes at the molecular, organismal, behavioral, and ecological levels; patterns of speciation and macro-evolutionary change; the evolution of sex; and sexual selection. Laboratory sessions introduce students to artificial selection experiments, phylogenetic analysis, and other topics in evolutionary biology.

Prerequisite: **Biology 105**.

217a. Developmental Biology. Every fall. Nicole A. Theodosiou.

An examination of current concepts of embryonic development, with emphasis on their experimental basis. Topics include morphogenesis and functional differentiation, tissue interaction, nucleocytoplasmic interaction, differential gene expression, and interaction of cells with hormones and extracellular matrix. Project-oriented laboratory work emphasizes experimental methods. Lectures and three hours of laboratory per week.

Prerequisite: **Biology 105**.

218a. Microbiology. Spring 2006. Anne E. McBride.

An examination of the structure and function of microorganisms, from viruses to bacteria to fungi, with an emphasis on molecular descriptions. Subjects covered include microbial structure, metabolism, and genetics. Control of microoganisms and environmental interactions are also discussed. Laboratory sessions every week.

Prerequisite: **Biology 105**. **Chemistry 225** is recommended but not required.

219a. Biology of Marine Organisms. Every fall. Amy S. Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Environmental Studies 219.**)

Prerequisite: **Biology 105**.

224a. Cell and Molecular Biology. Every Spring. Peter E. Doan and Danton D. Nygaard.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. (Same as **Chemistry 231**.)

Prerequisite: **Biology 105. Chemistry 225** is recommended.

225a. Community and Ecosystem Ecology. Every fall. John Lichter.

Community ecology is the study of the dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities across multiple spatial scales. Explores the multitude of interactions among populations of plants, animals, and microbes, and between those populations and the physical and chemical environment. Topics include the creation and function of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecosystem processes, the relative magnitude of top-down versus bottom-up controls in ecosystems, and much more. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Time is also set aside for discussions of current and classic scientific literature. (Same as **Environmental Studies 225.**)

Prerequisite: **Biology 105**.

232a. Enzymes and Metabolism. Fall 2005. David S. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. Previously known as **Biology 262.** (Same as **Chemistry 232.**)

Prerequisite: **Chemistry 226.**

[252a. Evolution of Marine Invertebrates.]

253a. Neurophysiology. Every fall. Patsy S. Dickinson.

A comparative study of the function of the nervous system in invertebrate and vertebrate animals. Topics include the physiology of individual nerve cells and their organization into larger functional units, the behavioral responses of animals to cues from the environment, and the neural mechanisms underlying such behaviors. Lectures and four hours of laboratory work per week.

Prerequisite: **Biology 104**, and one from **Biology 213, 214**, or **Psychology 218** (formerly **Psychology 247**).

254a. Biomechanics. Spring 2006. Amy S. Johnson.

Examines the quantitative and qualitative characterization of organismal morphology, and explores the relationship of morphology to measurable components of an organism's mechanical, hydrodynamic, and ecological environment. Lectures, labs, field trips, and individual research projects emphasize (1) analysis of morphology, including analyses of the shape of individual organisms as well as of the mechanical and molecular organization of their tissues; (2) characterization of water flow associated with organisms; and (3) analyses of the ecological and mechanical consequences to organisms of their interaction with their environment. Introductory physics and calculus are strongly recommended.

Prerequisite: **Biology 105** or permission of the instructor.

255a. Human Genetics. Every spring. William L. Steinhart.

The genetics of humans is examined at all levels, from molecular to population. Topics include the inheritance of mutations, multifactorial traits, phenotypic variation, and sex determination. Discussions focus on case studies, genetic counseling, the impact of biotechnology, technical and ethical aspects of genetic engineering, and theories of human evolution. Includes student-led seminars.

Prerequisite: **Biology 212** or permission of the instructor.

257a. Immunology. Fall 2005. Anne E. McBride.

Covers the development of the immune response, the cell biology of the immune system, the nature of antigens, antibodies, B and T cells, and the complement system. The nature of natural immunity, transplantation immunology, and tumor immunology are also considered.

Prerequisite: **Biology 212, 217, 218, 224, 231,** or permission of the instructor.

258a. Ornithology. Spring 2006. Nathaniel T. Wheelwright.

Advanced study of the biology of birds, including anatomy, physiology, distribution, and systematics, with an emphasis on avian ecology and evolution. Through integrated laboratory sessions, field trips, discussion of the primary literature, and independent research, students learn identification of birds, functional morphology, and research techniques such as experimental design, behavioral observation, and field methods. Optional field trip to the Bowdoin Scientific Station on Kent Island.

Prerequisite: **Biology 215** or **225**.

263a. Laboratory in Molecular Biology and Biochemistry. Every semester. Katherine R. Farnham and the Biochemistry Program.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Chemistry 263.**)

Prerequisite: **Biology/Chemistry 231** or **224** (may be taken concurrently).

266a. Molecular Neurobiology. Spring 2007. Hadley Wilson Horch.

Examination of the molecular control of neuronal structure and function. Topics include the molecular basis of neuronal excitability, the factors involved in chemical and contact-mediated neuronal communication, and the complex molecular control of developing and regenerating nervous systems. Weekly laboratories complement lectures by covering a range of molecular and cellular techniques used in neurobiology and culminate in brief independent projects. A weekend at the Nerve Net Science Meeting is required.

Prerequisite: **Biology 104,** and one from **Biology 212, 213, 224, 231, 253,** or **Psychology 218** (formerly **Psychology 247**).

280a. Plant Responses to the Environment. Fall 2006. Barry A. Logan.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the responses of plants to environmental factors such as light and temperature. Readings from the primary literature facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Environmental Studies 280.**)

Prerequisite: **Biology 210.**

291a–294a. Intermediate Independent Study. The Department.

303a. Virology. Spring 2006. William L. Steinhart.

A study of the viruses of eukarotes, beginning with lectures on fundamental virology and followed by student-led seminars based on the primary literature. Covers taxonomy, structure, replication, pathogenesis, epidemiology, and public health aspects of viruses.

Prerequisite: **Biology 212, 218,** or permission of instructor.

304a. Topics in Molecular Biology. Fall 2006. Anne E. McBride.

Seminar exploring the numerous roles of ribonucleic acid, from the discovery of RNA as a cellular messenger to the development of RNAs to treat disease. Topics covered also include: RNA enzymes, interactions of RNA viruses with host cells, RNA tools in biotechnology, and RNA as a potential origin of life. Focuses on discussions of papers from the primary literature.

Prerequisite: One from **Biology 212, 218, 224, 231, 232** (previously known as **Biology 262**), or permission of the instructor.

306a. Free Radicals and Antioxidants. Spring 2007. Barry A. Logan.

Ordinary cellular metabolism in aerobic environments results in the production of free radicals, and free radical-mediated cellular damage underlies many human diseases. In response to the danger they pose, organisms evolved elaborate antioxidant systems that detoxify free radicals. The biology of free radicals and antioxidants in organisms ranging from bacteria to plants to humans is discussed, along with the importance of free radicals in disease processes. Time is devoted to discussing the primary literature and occasional laboratory sessions.

Prerequisite: A 200-level (or above) course in biology, or permission of the instructor.

317a. Molecular Evolution. Fall 2005. Michael F. Palopoli.

The dynamics of evolutionary change at the molecular level are examined. Topics include: neutral theory of molecular evolution, rates and patterns of change in nucleotide sequences and proteins, molecular phylogenetics, and genome evolution. Explores the evolution of development and the application of molecular methods to traditional questions in evolutionary biology.

Prerequisite: **Biology 212, 216,** or **217,** or permission of the instructor.

325a. Topics in Neuroscience. Fall 2006. Patsy S. Dickinson.

An advanced seminar focusing on one or more aspects of neuroscience, such as neuronal regeneration and development, modulation of neuronal activity, or the neural basis of behavior. Students read and discuss original papers from the literature.

Prerequisite: One from **Biology 213, 253, 266, Psychology 275,** or **276.**

326a. Developmental Neurobiology. Spring 2007. Hadley Wilson Horch.

Advanced seminar exploring the principles involved in the development of individual neurons, circuits, and systems, with special focus on the relative influence of activity (experience) and molecular (genetic) factors. Based mainly on student presentations of primary literature, content is influenced by student interests. Potential topics include axon pathfinding and the dynamics of growth cones, synapse formation, neurotrophic factors, critical periods, pattern formation, and visual system development. In addition, students design and conduct individual projects investigating aspects of the development of neurons or neuronal systems.

Prerequisite: One from **Biology 213, 253, 266, Psychology 275, 276,** or permission of the instructor.

329a. Neuronal Regeneration. Fall 2005. Hadley Wilson Horch.

The consequences of neuronal damage in humans, especially in the brain and spinal cord, are frequently devastating and permanent. Invertebrates, on the other hand, are often capable of complete functional regeneration. Examines the varied responses to neuronal injury in a range of species. Topics include neuronal regeneration in planaria, insects, amphibians, and mammals. Students read and discuss original papers from the literature in an attempt to understand the basis of the radically different regenerative responses mounted by a variety of neuronal systems.

Prerequisite: One of the following: **Biology 212, 213, 217, 224, 231, 253, 266, Psychology 275, 276,** or permission of the instructor.

333a. Advanced Cell and Molecular Biology. Fall 2005. Bruce D. Kohorn.

An exploration of the multiple ways cells have evolved to transmit signals from their external environment to cause alterations in cell architecture, physiology, and gene expression. Examples are drawn from both single-cell and multi-cellular organisms, including bacteria, fungi, algae, land plants, insects, worms, and mammals. Emphasis is on the primary literature, with directed discussion and some background introductory remarks for each class.

Prerequisite: One of the following: **Biology 212, 217, 224, 231.**

394a. The Ecology and Environmental History of Merrymeeting Bay. Fall 2005. John Lichter.

Merrymeeting Bay, a globally rare, inland freshwater river delta and estuary that supports productive and diverse biological communities, is home to numerous rare and endangered species and is critical habitat for migratory and resident waterfowl, as well as anadromous fish. Explores the ecology and environmental history of Merrymeeting Bay in order to understand how its rare natural habitats might best be managed. Students participate in a thorough review of the scientific and historical literature related to Merrymeeting Bay, and help plan, conduct, and analyze a group study investigating some aspect of the ecology and/or environmental history of the bay, with the intent of submitting a manuscript for publication in an appropriate scientific journal. (Same as **Environmental Studies 394**.)

Prerequisite: One of the following: **Biology 158, 215, Environmental Studies 201,** or **Environmental Studies 215**.

401a–404a. Advanced Independent Study and Honors. The Department.

Chemistry

Professors: Ronald L. Christensen, Jeffrey K. Nagle, *Chair*
Joint Appointment with Biochemistry: Professor David S. Page
Associate Professors: Richard D. Broene, Elizabeth A. Stemmler*
Joint Appointment with Environmental Studies:
Associate Professor Dharni Vasudevan
Visiting Associate Professor: Danton D. Nygaard
Assistant Professors: Brian R. Linton, Eric S. Peterson
Visiting Assistant Professor: Peter E. Doan
Director of Laboratories: Judith C. Foster
Laboratory Support Manager: Rene L. Bernier
Laboratory Instructors: Martha Black, Beverly G. DeCoster, Colleen T. McKenna,
Paulette M. Messier
Department Coordinator: Kathleen P. Lucas

Requirements for the Major in Chemistry

The required courses are **Chemistry 109, 119,** or **159; 210, 225, 226, 240, 251, 252, 254;** and any two upper-level electives: **Chemistry 232** (previously known as **262**) and courses at the 300 level or above. Students who have completed a rigorous secondary school chemistry course should begin with **Chemistry 109. Chemistry 101/109** is an introductory course sequence for students wishing to have a full year of general chemistry at the college level. First-year students must take the chemistry placement exam to ensure proper placement in **101, 109,** or above. In addition to these chemistry courses, chemistry majors also are required to take **Physics 103** and **104,** and **Mathematics 161** and **171.**

The chemistry major can serve as preparation for many career paths after college, including the profession of chemistry, graduate studies in the sciences, medicine, secondary school teaching, and many fields in the business world. The department offers programs based on the interests and goals of the student, so a prospective major should discuss his or her plans with the department as soon as possible. Regardless of career goals, students are encouraged to develop their critical thinking and problem-solving skills by participating in a collaborative student-faculty research project (**Chemistry 291-294, 401-404,** or summer research.

The department also offers an American Chemical Society certified major in chemistry. The requirements for certification are met by taking advanced electives in chemistry (**Chemistry 231** [previously known as **261**], **310** and **340**) and additional courses in mathematics. Students interested in this certification program should consult with the department.

The department encourages its students to round out the chemistry major with relevant courses in other departments, depending on individual needs. These might include electives in other departments that provide extensive opportunities for writing and speaking, or courses concerned with technology and society. Students interested in providing a particular interdisciplinary emphasis to their chemistry major should consider additional courses in biology and biochemistry, computer science, economics, education, geology, mathematics, or physics.

Independent Study

Students may engage in independent study at the intermediate (291–294) or advanced (401–404) level.

Interdisciplinary Majors

The department participates in interdisciplinary programs in biochemistry, chemical physics, environmental studies, and geology and chemistry. See pages 72, 120, 156, 189, and 192.

Requirements for the Minor in Chemistry

The minor consists of five chemistry courses at or above the 100-level. Biochemistry majors may not minor in chemistry.

Introductory, Intermediate, and Advanced Courses

50a. Topics in Chemistry. Fall 2005. Danton D. Nygaard and Peter E. Doan.

An examination of the ways in which cultural and natural forces are changing our environment. Selected principles of science are developed in the context of examining how science works, properties of the Earth system, and the nature of global change. Presumes no background in science and is not open to students who have had a college-level chemistry course.

101a. Introductory Chemistry. Every fall. David S. Page.

A first course in a two-semester introductory college chemistry program. An introduction to the states of matter and their properties, the mole concept and stoichiometry, and selected properties of the elements. Lectures, conferences, and four hours of laboratory work per week. *First-year students must take the chemistry placement examination during orientation.*

109a. General Chemistry. Every fall and spring. Jeff Nagle. The Department.

Introduction to models for chemical bonding and intermolecular forces; characterization of systems at equilibrium and spontaneous processes, including oxidation and reduction; and the rates of chemical reactions. Lectures, conferences, and four hours of laboratory work per week.

Prerequisite: One year of high school chemistry with laboratory or **Chemistry 101**. *First-year students must take the chemistry placement examination during orientation.*

180a. Perspectives in Environmental Science. Spring 2006. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Environmental Studies 201.**)

Prerequisite: One 100-level or higher course in biology, chemistry, or geology.

210a. Chemical Analysis. Fall 2005. Danton D. Nygaard.

Methods of separating and quantifying inorganic and organic compounds using volumetric, spectrophotometric, electrometric, and chromatographic techniques are covered. Chemical equilibria and the statistical analysis of data are addressed. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109, 119,** or **159.**

225a. Organic Chemistry I. Fall 2005. Brian R. Linton and Rick Broene.

Introduction to the chemistry of the compounds of carbon. Provides the foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 109, 119,** or **159.**

226a. Organic Chemistry II. Spring 2006. Brian R. Linton and Rick Broene.

Continuation of the study of the compounds of carbon. **Chemistry 225** and **226** cover the material of the usual course in organic chemistry and form a foundation for further work in organic chemistry and biochemistry. Lectures, conference, and four hours of laboratory work per week.

Prerequisite: **Chemistry 225.**

231a. Cell and Molecular Biology. Every spring. Peter E. Doan and Danton D. Nygaard.

Focuses on the structure and function of cells as we have come to know them through the interpretation of direct observations and experimental results. Emphasis is on the scientific (thought) processes that have allowed us to understand what we know today, emphasizing the use of genetic, biochemical, and optical analysis to understand fundamental biological processes. Covers details of the organization and expression of genetic information, and the biosynthesis, sorting, and function of cellular components within the cell. Concludes with examples of how cells perceive signals from other cells within cell populations, tissues, organisms, and the environment. Three hours of lab each week. (Same as **Biology 224.**)

Prerequisite: **Biology 105. Chemistry 225** is recommended.

232a. Enzymes and Metabolism. Fall 2005. David S. Page.

An introduction to metabolism. Topics include pathways in living cells by which carbohydrates, lipids, amino acids, and other important biomolecules are broken down to produce energy and biosynthesized. Previously known as **Chemistry 262.** (Same as **Biology 232**, previously known as **Biology 262.**)

Prerequisite: **Chemistry 226.**

240a. Inorganic Chemistry. Spring 2006. Jeffrey K. Nagle.

An introduction to the chemistry of the elements with a focus on chemical bonding, periodic properties, and coordination compounds. Topics in solid state, bioinorganic, and environmental inorganic chemistry also are included. Provides a foundation for further work in chemistry and biochemistry. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 109, 119,** or **159.**

251a. Physical Chemistry I. Every fall. Eric S. Peterson.

Thermodynamics and its application to chemical changes and equilibria that occur in the gaseous, solid, and liquid states. The behavior of systems at equilibrium and chemical reaction kinetics are related to molecular properties by means of the kinetic theory of gases, the laws of thermodynamics and transition state theory.

Prerequisite: **Chemistry 109, 119,** or **159; Physics 104;** and **Mathematics 171,** or permission of the instructor. **Mathematics 181** is recommended.

252a. Physical Chemistry II. Every spring. Peter E. Doan.

Development and principles of quantum mechanics with applications to atomic structure, chemical bonding, chemical reactivity, and molecular spectroscopy.

Prerequisite: **Chemistry 109, 119,** or **159; Physics 104;** and **Mathematics 171,** or permission of the instructor. **Mathematics 181** is recommended.

Note: **Chemistry 251** is not a prerequisite for **Chemistry 252.**

254a. Physical Chemistry Laboratory. Every spring. Eric S. Peterson.

Experiments in thermodynamics, kinetics, spectroscopy, and quantum chemistry. Modern methods, such as vibrational and electronic spectroscopy, calorimetry, and time-resolved kinetics measurements, are used to verify and explore fundamental concepts in physical chemistry. In addition, instrumental topics are discussed. These include computer-based data acquisition, nuclear magnetic resonance, and the use of pulsed and continuous wave lasers. Emphasis is placed on understanding concepts, on a modular approach to experimental design, and on the development of scientific writing skills. Lectures and four hours of laboratory work per week.

Prerequisite: **Chemistry 252** (generally taken concurrently) or permission of the instructor.

263a. Laboratory in Molecular Biology and Biochemistry. Every semester. Katherine R. Farnham and the Biochemistry Program.

Comprehensive laboratory course in molecular biology and biochemistry that reflects how research is conducted and communicated. Includes sequential weekly experiments, resulting in a cohesive, semester-long research project. Begins with genetic engineering to produce a recombinant protein, continues with its purification, and finishes with functional and structural characterization. Emphasis is on cloning strategy, controlling protein expression, and protein characterization using techniques such as polymerase chain reaction, affinity chromatography, isoelectric focusing and high-performance liquid chromatography. Students also learn to manipulate data using structural and image analysis software. (Same as **Biology 263.**)

Prerequisite: **Biology/Chemistry 231**, or **224** (may be taken concurrently).

270a. Structure Determination in Organic Chemistry. Fall 2005. Rick Broene.

Theory and applications of spectroscopic techniques useful for the determination of organic structures. Mass spectrometry and infrared, ultraviolet-visible, and nuclear magnetic resonance (NMR) spectroscopy are discussed. Heavy emphasis is placed on applications of multiple-pulse Fourier transform NMR spectroscopic techniques. Lectures and up to two hours of laboratory work per week.

Prerequisite:**Chemistry 226**.

310a. Instrumental Analysis. Spring 2006. Beth Stemmler.

Theoretical and practical aspects of instrumental techniques, including nuclear magnetic resonance spectroscopy, infrared spectroscopy, Raman spectroscopy, and mass spectrometry are covered, in conjunction with advanced chromatographic methods. Applications of instrumental techniques to the analysis of biological and environmental samples are covered. Lectures and two hours of laboratory work per week.

Prerequisite: **Chemistry 210** or permission of the instructor.

[320a. Advanced Organic Chemistry: Organometallic Chemistry.]

330a. Biochemical Toxicology. Spring 2006. David S. Page.

Provides an explanation of dose-response relationships, disposition and metabolism of toxic substances, and toxic responses of organisms to foreign compounds. Examples illustrating mechanisms of toxicity will be discussed. Concepts and mechanisms from organic chemistry and biochemistry are applied to understanding the biochemical effects of toxic substances. Case studies will include a discussion of the mechanisms of the acute toxicity of pesticides and the possible relationships between environmental exposures to pesticides and human health.

Prerequisite: **Chemistry 226** and **251. Chemistry 232** (previously known as **Chemistry 262**) is strongly recommended.

340a. Advanced Inorganic Chemistry. Fall 2005. Jeffrey K. Nagle.

An in-depth coverage of inorganic chemistry. Spectroscopic and mechanistic studies of coordination and organometallic compounds, including applications to bioinorganic chemistry, are emphasized. Symmetry and applications of group theory are included.

Prerequisites: **Chemistry 240** or permission of the instructor. **Chemistry 252** is recommended.

[360a. Molecular Medicine.]

380a. Environmental Fate of Organic Chemicals. Fall 2005. Dharni Vasudevan.

Over 100,000 synthetic chemicals are currently in daily use. In order to determine the risk posed to humans and ecosystems, we need to understand and anticipate the extent and routes of chemical exposure. Addresses the fate of organic chemicals following their intentional or unintentional release into the environment — why these chemicals either persist or break down and how are they distributed between surface water, ground water, soil, sediments, biota, and air. Analysis of chemical structure is used to gain insight into molecular interactions that determine the various chemical transfer and transformation processes, while emphasizing the quantitative description of these processes. (Same as **Environmental Studies 380.)**

Prerequisite: **Chemistry 225.**

291a–294a. Intermediate Independent Study. The Department.

Laboratory or literature-based investigation of a topic in chemistry. Topics are determined by the student and a supervising faculty member.

401a–404a. Advanced Independent Study and Honors. The Department.

Advanced version of **Chemistry 291–294** for students in their senior year. Students are expected to demonstrate a higher level of ownership of their research problem. This course may be used to meet the requirements for departmental honors for qualified students.

Classics

Professor: Barbara Weiden Boyd, *Chair*
Associate Professors: James Higginbotham, Jennifer Clarke Kosak
Assistant Professor: Irene Polinskaya
Department Coordinator: Tammis L. Lareau

The Department of Classics offers three major programs: one with a focus on language and literature (Classics), one with a focus on classical archaeology (Classical Archaeology), and one that looks at the ancient world from multiple perspectives (Classical Studies). Students pursuing these majors are encouraged to study not only the languages and literatures but also the physical monuments of Greece and Rome. This approach is reflected in the requirements for the three major programs: for all, requirements in Greek and/or Latin and in classical culture must be fulfilled.

Classics

The classics program is arranged to accommodate both those students who have studied no classical languages and those who have had extensive training in Latin and Greek. The objective of classics courses is to study the ancient languages and literatures in the original. By their very nature, these courses involve students in the politics, history, and philosophies of antiquity. Advanced language courses focus on the analysis of textual material and on literary criticism.

Requirements for the Major in Classics

The major in classics consists of ten courses. At least six of the ten courses are to be chosen from offerings in Greek and Latin and should include at least two courses in Greek or Latin at the 300 level; one of the remaining courses should be **Archaeology 101** or **102.** Students concentrating in one of the languages are encouraged to take at least two courses in the other. As a capstone to this major, a research seminar is required.

Classical Archaeology

Within the broader context of classical studies, the classical archaeology program pays special attention to the physical remains of classical antiquity. Students studying classical archaeology should develop an understanding of how archaeological evidence can contribute to our knowledge of the past, and of how archaeological study interacts with such related disciplines as philology, history, and art history. In particular, they should acquire an appreciation for the unique balance of written and physical sources that makes classical archaeology a central part of classical studies.

Requirements for the Major in Classical Archaeology

The major in classical archaeology consists of ten courses. At least five of the ten courses are to be chosen from offerings in archaeology, and should include **Archaeology 101, 102,** and at least one archaeology course at the 300 level. At least four of the remaining courses are to be chosen from offerings in Greek or Latin, and should include at least one at the 300 level. As a capstone to this major, a research seminar is required.

Classical Studies

The Classical Studies major provides a useful foundation for students who seek a multi-disciplinary view of the ancient world. The major combines coursework in an ancient language (Greek or Latin) with classes that explore the culture, history, and traditions of the ancient Mediterranean.

Requirements for the Major in Classical Studies

The major in classical studies consists of ten courses. At least eight courses must be selected from within the department. A minimum of two classes should be elected in a single ancient language (Greek or Latin). The appropriate level depends on the student's preparation and is determined by the department. The remaining classes should include: **Classics 101, 102, 211,** and **212**: at least one course in Classical Archaeology; at least one and not more than two classes outside the department of Classics and chosen from the following: **Anthropology 102, 221, 228,** or **230; Art History 213; Government 109** or **240; Philosophy 111, 331,** or **335, Religion 106, 210, 215, 216; English/Theater 106;** at least two advanced courses in the department at the 300 level, one of which must be a designated research seminar.

Interdisciplinary Major

The department participates in an interdisciplinary program in archaeology and art history. See page 189.

Requirements for the Minor

Students may choose a minor in one of five areas:

1. *Greek:* Five courses in the department, including at least four in the Greek language;
2. *Latin:* Five courses in the department, including at least four in the Latin language;
3. *Classics:* Five courses in the department, including at least four in the classical languages; of these four, one should be either **Greek 204** or **Latin 205** or **206;**
4. *Archaeology:* Six courses in the department, including either **Archaeology 101** or **102,** one archaeology course at the 300 level, and two other archaeology courses;
5. *Classical Studies* (Greek or Roman): Six courses, including:

a. *—for the Greek studies concentration:*

two courses in the Greek language;
Archaeology 101;
one of the following: **Classics 17** (or any other appropriate first-year seminar), **Classics 101, 102,** or **211;** or **Philosophy 111;** or **Government 240;**
and two of the following: **Archaeology 203** or any 300-level archaeology course focusing primarily on Greek material; **Philosophy 331** or **335; Classics 291–294** (Independent Study) or any 200- or 300-level Greek or classics course focusing primarily on Greek material.

b. *—for the Roman studies concentration:*

two courses in the Latin language;
Archaeology 102;
one of the following: **Classics 16** (or any other appropriate first-year seminar), **Classics 101, 102,** or **212;** or **Philosophy 111;** or **Government 240;**
and two of the following: **Archaeology 204** or any 300-level archaeology course focusing primarily on Roman material; or **Classics 291–294** (Independent Study) or any 200- or 300-level Latin or classics course focusing primarily on Roman material.

Other courses in the Bowdoin curriculum may be applied to this minor if approved by the Classics Department.

Classics and Archaeology at Bowdoin and Abroad

Archaeology classes regularly use the outstanding collection of ancient art in the Bowdoin College Museum of Art. Of special note are the exceptionally fine holdings in Greek painted pottery and the very full and continuous survey of Greek and Roman coins. In addition, there are numerous opportunities for study or work abroad. Bowdoin is a participating member of the Intercollegiate Center for Classical Studies in Rome, where students in both major programs can study in the junior year (see page 44). It is also possible to receive course credit for field experience on excavations. Interested students should consult members of the department for further information.

Students contemplating graduate study in classics or classical archaeology are advised to begin the study of at least one modern language in college, as most graduate programs require competence in French and German as well as in Latin and Greek.

ARCHAEOLOGY

Archaeology 101 and **102** are offered in alternate years.

101c. Introduction to Greek Archaeology. Fall 2005. James Higginbotham.

Introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis upon the major monuments and artifacts of the Greek world from prehistory to the Hellenistic age. Architecture, sculpture, fresco painting, and other "minor arts" are examined at such sites as Knossos, Mycenae, Athens, Delphi, and Olympia. Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Greek world. (Same as **Art History 209.**)

102c. Introduction to Roman Archaeology. Fall 2006. James Higginbotham.

Surveys the material culture of Roman society, from Italy's prehistory and the origins of the Roman state through its development into a cosmopolitan empire, and concludes with the fundamental reorganization during the late third and early fourth centuries of our era. Lectures explore ancient sites such as Rome, Pompeii, Athens, Ephesus, and others around the Mediterranean. Emphasis upon the major monuments and artifacts of the Roman era: architecture, sculpture, fresco painting, and other "minor arts." Considers the nature of this archaeological evidence and the relationship of classical archaeology to other disciplines such as art history, history, and classics. Assigned reading supplements illustrated presentations of the major archaeological finds of the Roman world. (Same as **Art History 210.**)

[201c. Archaeology of the Hellenistic World.]

202c. Augustan Rome. Fall 2005. Barbara Weiden Boyd.

Upon his ascent to power after a century of war, Rome's first *princeps*, Augustus, launched a program of cultural reformation and restoration that was to have a profound and enduring effect upon every aspect of life in the empire, from fashions in entertainment, decoration, and art, to religious and political habits and customs. Using the city of Rome as its primary text, this course investigates how the Augustan "renovation" of Rome is manifested first and foremost in the monuments associated with the ruler: the Mausoleum of Augustus, theater of Marcellus, temple of Apollo on the Palatine, Altar of Augustan Peace, and Forum of Augustus, as well as many others. Understanding of the material remains themselves is supplemented by historical and literary texts dating to Augustus's reign, as well as by a consideration of contemporary research and controversies in the field. (Same as **Classics 202**.)

203c. Temples, Shrines, and Holy Places of Ancient Greece. Spring 2006. James Higginbotham.

Surveys the archaeological remains associated with Greek cult practice and traces its development from the emergence of Greece in the Dark Ages of the eighth century B.C.E to the Roman conquest. Architecture and artifacts are examined with the purpose of understanding cult practice and the religious institutions of ancient Greece. Particular attention is paid to the regional sanctuaries of Delphi, Delos, and Olympia, to what these sites can reveal about the growth of pan-Hellenism, and to how their development was affected by historical events. (Same as **Classics 203.**)

206c. *Hispania Antiqua:* The Art and Archaeology of Ancient Spain. Fall 2006. James Higginbotham.

Surveys the early history of the Iberian peninsula through its material culture and highlights the interplay between the geography of Spain and diverse patterns of human settlement. Begins with the study of the indigenous Iberian peoples in Spain during their Late Neolithic and Bronze Ages and then examines the impact made by the arrival of traders and colonists from Phoenicia and the Greek world. Connections to Africa highlight the period of Carthaginian occupation starting in the sixth century B.C.E. and leading up to the Roman conquest in the third century B.C.E. Under Roman control, the number and complexity of settlements increased, with many towns and cities that would rival those in Italy. As early as the first century B.C.E., the Spanish provincial elite began to play active roles in Roman commercial and political life. Concludes with the decline of Roman control and the changes for the peninsula brought about after the invasion of the Visigoths.

[233c. Egypt and the Roman World.]

At least one 300-level archaeology course is offered each year. Topics and/or periods recently taught on this level include: the Greek bronze age; Etruscan art and archaeology; Greek and Roman numismatics; Pompeii and the cities of Vesuvius. The 300-level course scheduled for 2005–2006 is:

307c. The Art of Trade: Archaeology and Commerce in the Ancient Mediterranean. Spring 2006. James Higginbotham.

Commerce in the ancient world functioned on a number of different but interdependent planes. Examines the place of trade in the ancient Mediterranean as can be gleaned from the archaeological record. Explores the characteristics of commerce at the local, regional, and international levels through the study of select historical examples. Connections between the Near East and the Aegean highlight the study of trade during the Bronze Age. Collapse of this network at the end of the second millennium B.C.E. precipitated a virtual "Dark Age" that was to last for nearly two centuries. The colonial push by the Phoenicians and Greeks in the eighth century B.C.E. helped reestablish the international links in the Mediterranean and forged contacts on a local level with indigenous peoples living near these colonies. The development of monetary systems first by the Lydians and then exploited by the Greeks had profound implications for trade. In addition to its obvious economic role, trade provided an important conduit for the transmission of culture between peoples and fueled many of the changes in social status, religious beliefs, and ethnic diversity. Employs a variety of visual materials and artifacts in the Bowdoin College Museum of Art.

[302c. Ancient Numismatics.]

[304c. Pompeii and the Cities of Vesuvius.]

[305c. Etruscan Art and Archaeology.]

CLASSICS

First-Year Seminar

For a full description of first-year seminars, see pages 133–42.

[16c. Cultural Connections in the Ancient Mediterranean.]

Introductory, Intermediate, and Advanced Courses

Classics 101 and **102** are offered in alternate years.

101c. Classical Mythology. Spring 2006. Barbara Weiden Boyd.

Focuses on the mythology of the Greeks and the use of myth in Classical literature. Other topics considered are: recurrent patterns and motifs in Greek myths; a cross-cultural study of ancient creation myths; the relation of mythology to religion; women's roles in myth; and the application of modern anthropological, sociological, and psychological theories to classical myth. Concludes with an examination of Ovid's use of classical mythology in the *Metamorphoses.*

[102c. Introduction to Ancient Greek Culture.]

202c. Augustan Rome. Fall 2005. Barbara Weiden Boyd.

Upon his ascent to power after a century of war, Rome's first *princeps*, Augustus, launched a program of cultural reformation and restoration that was to have a profound and enduring effect upon every aspect of life in the empire, from fashions in entertainment, decoration, and art, to religious and political habits and customs. Using the city of Rome as its primary text, this course investigates how the Augustan "renovation" of Rome is manifested first and foremost in the monuments associated with the ruler: the Mausoleum of Augustus, theater of Marcellus, temple of Apollo on the Palatine, Altar of Augustan Peace, and Forum of Augustus, as well as many others. Understanding of the material remains themselves is supplemented by historical and literary texts dating to Augustus's reign, as well as by a consideration of contemporary research and controversies in the field. (Same as **Archaeology 202.**)

203c. Temples, Shrines, and Holy Places of Ancient Greece. Spring 2006. James Higginbotham.

Surveys the archaeological remains associated with Greek cult practice and traces its development from the emergence of Greece in the Dark Ages of the eighth century B.C.E. to the Roman conquest. Architecture and artifacts are examined with the purpose of understanding cult practice and the religious institutions of ancient Greece. Particular attention is paid to the regional sanctuaries of Delphi, Delos, and Olympia, to what these sites can reveal about the growth of pan-Hellenism, and to how their development was affected by historical events. (Same as **Archaeology 203.**)

211c. History of Ancient Greece: Bronze Age to the Death of Alexander. Spring 2006. Irene Polinskaya.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.E.) to the death of Alexander the Great in 323 B.C.E. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek "science," philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **History 201**.)

[212c. Ancient Rome.]

[214c. Sport in Ancient Greece and Rome.]

229c. Gender and Sexuality in Classical Antiquity. Fall 2005. Jennifer Clarke Kosak.

Explores male and female sexuality and gender roles in the ancient Greek and Roman world. What did it mean to be male or female? To what extent were gender roles negotiable? How did gender — and expectations based on gender—shape behavior? How did sexuality influence public life and culture? Using literary, documentary, and artistic evidence, the course examines the biological, social, religious, legal, and political principles that shaped the construction of male and female identities and considers the extent to which gender served as a fundamental organizational principle of ancient society. Also considers how Greek and Roman concepts of sexuality and gender have influenced our own contemporary views of male and female roles. All readings are done in translation. (Same as **Gender and Women's Studies 229**.)

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

231c. Magic, Mysteries, and Monuments in Ancient Greece. Fall 2005. Irene Polinskaya.

Explores the world of ancient Greek polytheism. Introduces students to the main dimensions of Greek religious life: civic religion, such as community worship in public sanctuaries; magic, as practiced by individuals; mystery cults, as a worshipping practice open only to the initiated. Using literary, artistic, and archaeological evidence, examines such aspects of Greek religion as animal sacrifice, building of temples, votive dedications, oracles, athletic games and religious festivals, myth-making and myth-telling, and use of magic. Studies aspects of religious life in relation to the social and political structures of the ancient Greek world. In addition to specific questions of ancient Greek worship, students address some general conceptual questions of religious studies: how we know what we know about religion, what religion is, and how we construct it. All readings of ancient sources are done in translation. (Same as **History 203.**)

GREEK

101c. Elementary Greek. Every fall. Fall 2005. Jennifer Clarke Kosak.

Introduces students to basic elements of ancient Greek grammar and syntax; emphasizes the development of reading proficiency and includes readings, both adapted and in the original, of various Greek authors. Focuses on Attic dialect.

102c. Elementary Greek. Every spring. Spring 2006. Jennifer Clarke Kosak.

A continuation of **Greek 101;** introduces students to more complex grammar and syntax, while emphasizing the development of reading proficiency. Includes readings, both adapted and in the original, of Greek authors such as Plato and Euripides. Focuses on Attic dialect.

[103c. Intensive Elementary Greek.]

203c. Intermediate Greek for Reading. Every fall. Irene Polinskaya

A review of the essentials of Greek grammar and syntax and an introduction to the reading of Greek prose and sometimes poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Greek 102** or two to three years of high school Greek is required.

204c. Homer. Every spring. The Department.

At least one advanced Greek course is offered each year. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Greek literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Greek lyric and elegiac poetry; Homer's *Odyssey;* Greek drama (including the tragedies of Aeschylus, Sophocles, and Euripides, and the comedies of Artistophanes and Menander); Greek history (including Herodotus and Thucydides); Greek philosophy (including Plato and Aristotle); Greek rhetoric and oratory; and the literature of the Alexandrian era. The 300-level course to be offered in 2005-2006 is to be determined by consultation with Professor Kosak.

[305c. Tragedy.]

[306c. Plato and Aristotle.]

LATIN

101c. Elementary Latin. Every fall. Barbara Weiden Boyd.

A thorough presentation of the elements of Latin grammar. Emphasis is placed on achieving a reading proficiency.

102c. Elementary Latin. Every spring. Irene Polinskaya.

A continuation of **Latin 101.** During this term, readings are based on unaltered passages of classical Latin.

203c. Intermediate Latin for Reading. Every fall. James Higginbotham.

A review of the essentials of Latin grammar and syntax and an introduction to the reading of Latin prose and poetry. Materials to be read change from year to year, but always include a major prose work. Equivalent of **Latin 102** or two to three years of high school Latin is required.

204c. Studies in Latin Literature. Every spring. The Department.

An introduction to different genres and themes in Latin literature. The subject matter and authors covered may change from year to year (e.g., selections from Virgil's *Aeneid* and Livy's *History,* or from Lucretius, Ovid, and Cicero), but attention is always given to the historical and literary context of the authors read. While the primary focus is on reading Latin texts, some readings from Latin literature in translation are also assigned. Equivalent of **Latin 203** or three to four years of high school Latin is required. **Latin 205** and **206** are offered in alternate years.

205c. Latin Prose. Every other year. Fall 2006. Barbara Weiden Boyd.

An introduction to the content, genres, and style of the greatest writers of Latin prose (including speeches, rhetorical and philosophical works, and historical texts). Authors to be read may include Cicero, Sallust, Livy, Tacitus, or Suetonius.

Prerequisite: Equivalent of **Latin 204** or four years (or more) of high school Latin.

206c. Roman Comedy. Every other year. Fall 2005. James Higginbotham.

An introduction to the earliest complete texts that survive from Latin antiquity, the plays of Plautus and Terence. One or two plays are read in Latin, and several others in English translation. Students are introduced to modern scholarship on the history and interpretation of Roman theater.

One advanced Latin course is offered each semester. The aim of each of these courses is to give students the opportunity for sustained reading and discussion of at least one major author or genre representative of classical Latin literature. Primary focus is on the texts, with serious attention given as well both to the historical context from which these works emerged and to contemporary discussions and debates concerning these works.

Department faculty generally attempt to schedule offerings in response to the needs and interests of concentrators. Topics and/or authors frequently taught on this level include: Roman history (including Sallust, Livy, and Tacitus); Ovid's *Metamorphoses;* Elegiac poetry; Cicero's oratory; Virgil's *Aeneid* or *Eclogues* and *Georgics;* Roman novel (including Petronius and Apuleius); satire; and comedy (including Plautus and Terence). The 300-level courses scheduled for 2005-2006 include:

[301c. The Historians.]

306c. The Roman Novel. Fall 2005. Jennifer Clarke Kosak.

391c–392c. Special Topics in Latin. The Department.

[392c. Ovid's Roman Calendar: The *Fasti.*]

392c. Horace: The Career of an Augustan Poet. Spring 2006. Barbara Weiden Boyd.

Focuses on the varied poetic works of Quintus Horatius Flaccus (65-8 b.c.e.). Students read selections from all of his extant works, including *Epodes*, *Satires*, *Odes*, and *Epistles*; special attention is paid to the reflection of contemporary life and politics in Horace's work, and to Horace's literary relationship to other ancient poets.

Independent Study in Greek, Latin, Archaeology, and Classics

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Computer Science

Professor: Allen B. Tucker
Associate Professor: Eric L. Chown, *Chair*
Assistant Professors: Stephen M. Majercik, Laura I. Toma
Department Coordinator: Suzanne M. Theberge

Requirements for the Major in Computer Science

The major consists of nine computer science courses and two additional courses (**Mathematics 161** or the equivalent and one of **Mathematics 165** or higher, **Economics 257, Psychology 252, Philosophy 223,** or **Physics 229**), for a total of eleven courses. The computer science portion of the major consists of two introductory courses (**Computer Science 189** or **Mathematics 200** and **Computer Science 107**), four intermediate "core" courses (**Computer Science 210, 231, 250,** and **289**), and three elective courses (i.e., any computer science courses numbered 300 or above). Depending on individual interests, **Computer Science 291–294** (Independent Study) may be used to fulfill one of these elective requirements.

Requirements for the Minor in Computer Science

The minor consists of five courses: a 100-level computer science course, **Computer Science 210,** and any three additional computer science courses.

Interdisciplinary Major

The department participates in an interdisciplinary major program in computer science and mathematics. See page 190.

Introductory Courses

107a. Introduction to Computer Science. Every semester. The Department.

Provides a broad overview of computer science. Students learn about the basic areas of the discipline—algorithms (the foundation of computer science), what goes on inside a computer, how to design an algorithm and write a program to solve a problem on the computer, how your program is translated to a form the computer can "understand," some theory (can a computer solve anything?), and some applications. Weekly labs provide experiments with concepts presented in class. Programming is done in C++.

189a. Foundations of Computing. Fall 2005. Allen Tucker.

Introduces the foundations of logic and proof and their applications in computer science. Emphasis is placed on the functional programming paradigm. Topics include propositional and predicate logic, sets, relations, lists, trees, structural induction, and recursion in algorithms and data structures. Applications include digital logic design, program correctness, data compression, and databases.

Intermediate and Advanced Courses

210a. Data Structures. Every semester. The Department.

Solving complex algorithmic problems requires the use of appropriate data structures such as stacks, priority queues, search trees, dictionaries, hash tables, and graphs. It also requires the ability to measure the efficiency of operations such as sorting and searching in order to make effective choices among alternative solutions. This course is a study of data structures, their efficiency, and their use in solving computational problems. Laboratory exercises provide an opportunity to design and implement these structures.

Prerequisite: **Computer Science 107** or permission of the instructor.

[220a. Computer Organization.]

231a. Algorithms. Every fall. Laura Toma.

The study of algorithms concerns programming for computational efficiency, as well as problem-solving techniques. The course covers practical algorithms and theoretical issues in the design and analysis of algorithms. Topics include divide and conquer algorithms, greedy algorithms, dynamic programming, approximation algorithms, and a study of intractable problems.

Prerequisites: **Computer Science 210** and either **Computer Science 189** or **Mathematics 200,** or permission of the instructor.

250a. Principles of Programming Languages. Every spring. Eric Chown.

Focuses on different paradigms for solving problems, and their representation in programming languages. These paradigms correspond to distinct ways of thinking about problems. For example, "functional" languages (such as Haskell) focus attention on the behavioral aspects of the real-world phenomena being modeled; "logic programming" languages (such as Prolog) focus attention on the declarative aspects of problem-solving. Covers principles of language design and implementation including syntax, semantics, type systems, control structures, and compilers.

Prerequisite: **Computer Science 210** and either **Computer Science 189** or **Mathematics 200.**

260a. Software Design. Fall 2005. Allen Tucker.

Studies the process for designing complex software applications, with a special focus on the use of formal design and verification methods. The study of formal methods includes contemporary methodologies and tools like "designs by contract," the Unified Modeling Language (UML), and the Java Modeling Language (JML). Students evaluate the overall strengths and limitations of formal specification and verification in the software design process. A substantial software design project is used as a case study for working with various concepts, tools, and techniques in a laboratory setting.

Prerequisite: **Computer Science 210** and either **Computer Science 189** or **Mathematics 200**.

289a. Theory of Computation. Every spring. Stephen Majercik.

What is computation? This course studies this question, and examines the principles that determine what computational capabilities are required to solve particular classes of problems. Topics include an introduction to the connections between language theory and models of computation, and a study of unsolvable problems.

Prerequisite: **Computer Science 189** or **Mathematics 200,** or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

[320a. Robotics.]

[340a. Spatial Data Structures.]

350a. GIS Algorithms and Data Structures. Spring 2006. Laura Toma.

A study of geographic information systems (GIS), large datasets that handle geographical data such as boundaries of countries; course of rivers; height of mountains; and location of cities, roads, railways, and power lines. GIS can help determine the closest public hospital, find areas susceptible to flooding or erosion, track the position of a car on a map, or find the shortest route from one location to another. Because GIS deal with large datasets, making it important to process data efficiently, they provide a rich source of new research problems in computer science. Topics covered include data representation, triangulation, range searching, point location, map overlay, meshes and quadtrees, terrain simplification, and visualization.

Prerequisite: **Computer Science 210** and either **Computer Science 189** or **Mathematics 200.**

355a. Cognitive Architecture. Fall 2005. Eric Chown.

Advances in computer science, psychology, and neuroscience have shown that humans process information in ways that are very different from those used by computers. Explores the architecture and mechanisms that the human brain uses to process information. In many cases, these mechanisms are contrasted with their counterparts in traditional computer design. A central focus is to discern when the human cognitive architecture works well, when it performs poorly, and why. Conceptually-oriented, drawing ideas from computer science, psychology, and neuroscience. No programming experience necessary.

Prerequisite: **Computer Science 220, 231,** or **250,** or **Psychology 270,** or **Biology 214** or **253.**

[370a. Artificial Intelligence.]

375a. Optimization and Uncertainty. Fall 2005. Stephen Majercik.

Optimization problems and coping with uncertainty arise frequently in the real world. A numeric framework, rather than the symbolic one of traditional artificial intelligence, is useful for expressing such problems. Examples of this approach are belief networks and Markov decision processes. In addition to providing a way of dealing with uncertainty, this approach sometimes permits performance guarantees for algorithms. Explores artificial intelligence from the numeric perspective: constraint satisfaction, combinatorial optimization, function approximation, probabilistic inference, and control. Also looks at applications such as robotics.

Prerequisite: **Computer Science 210** and either **Computer Science 189** or **Mathematics 200.**

401a–404a. Advanced Independent Study and Honors. The Department.

Economics

Professors: Rachel Ex Connelly†, John M. Fitzgerald, *Chair*; Jonathan P. Goldstein, David J. Vail
Associate Professors: Gregory P. DeCoster, Deborah S. DeGraff, B. Zorina Khan
Assistant Professor: Guillermo Herrera
Adjunct Assistant Professor: John Todd
Instructors: Paola Boel. Joon-Suk Lee
Department Coordinator: Elizabeth H. Palmer

The major in economics is designed for students who wish to obtain a systematic introduction to the basic theoretical and empirical techniques of economics. It provides an opportunity to learn economics as a social science with a core of theory, to study the process of drawing inferences from bodies of data and testing hypotheses against observation, and to apply economic theory to particular social problems. Such problems include Third World economic development. the functioning of economic institutions (e.g., financial markets, corporations, government agencies, labor unions), and current policy issues (e.g., the federal budget, poverty, the environment, globalization, deregulation). The major is a useful preparation for graduate study in economics, law, business, or public administration.

Requirements for the Major in Economics

The major consists of three core courses (**Economics 255, 256,** and **257**), two advanced topics courses numbered in the 300s, at least one of which must be designated as a seminar, and two additional courses in economics numbered 200 or above. Only one of **Economics 260** and **360** may be counted toward the economics major. Because **Economics 101** is a prerequisite for **Economics 102**, and both are prerequisites for most other economics courses, most students will begin their work in economics with these introductory courses. Prospective majors are encouraged to take at least one core course by the end of the sophomore year, and all three core courses should normally be completed by the end of the junior year. Advanced topics courses normally have some combination of **Economics 255, 256,** and **257** as prerequisites. Qualified students may undertake self-designed, interdisciplinary major programs or joint majors between economics and related fields of social analysis.

To fulfill the major (or minor) requirements in economics, or to serve as a prerequisite for non-introductory courses, a grade of C- or better must be earned in a course.

All prospective majors and minors are strongly encouraged to complete **Mathematics 161**, or its equivalent, prior to enrolling in the core courses. Students who aspire to advanced work in economics (e.g., an honors thesis and/or graduate study in a discipline related to economics) are strongly encouraged to master multivariate calculus (**Mathematics 181**) and linear algebra (**Mathematics 222**) early in their careers. Such students are also encouraged to take **Mathematics 265** instead of **Economics 257** as a prerequisite for **Economics 316.** The **Economics 257** requirement is waived for students who complete **Mathematics 265** and **Economics 316.** Students should consult the Economics Department about other mathematics courses that are essential for advanced study in economics.

Interdisciplinary Major

The department participates in an interdisciplinary major in mathematics and economics. See page 192.

Requirements for the Minor in Economics

The minor consists of **Economics 255** or **256**, and any two additional courses numbered 200 or above. Only one of **Economics 260** and **360** may be counted toward the economics minor. To fulfill the minor requirements or to serve as a prerequisite for other courses, a grade of C- or better must be earned in a course.

Introductory, Intermediate, and Advanced Courses

100b. Introduction to the Economy. Spring 2007. Gregory P. DeCoster.

A non-technical introduction to the operation of modern economies, with a focus on the United States. Emphasis is on using a small number of fundamental concepts to clarify how economies function, to provide a foundation for informed evaluation of contemporary economic debates, and to illustrate how economic reasoning can provide an illuminating perspective on current societal issues. Topics include incentives, decision-making, and markets as a means of allocating resources; characteristics of market allocation; history of United States economic performance; fundamental macroeconomic relationships; the role of government in the economy, including discussion of policies relating to economic growth, inflation, unemployment, the environment, energy, international trade, globalization, poverty, and inequality. Appropriate for all students, but intended for non-majors. Does not satisfy the prerequisites for any other course in the Economics Department.

101b. Principles of Microeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on the allocation of resources through markets. The theory of demand, supply, cost, and market structure is developed and then applied to problems in antitrust policy, environmental quality, energy, education, health, the role of the corporation in society, income distribution, and poverty. Students desiring a comprehensive introduction to economic reasoning should take both **Economics 101** and **102.**

102b. Principles of Macroeconomics. Every semester. The Department.

An introduction to economic analysis and institutions, with special emphasis on determinants of the level of national income, prices, and employment. Current problems of inflation and unemployment are explored with the aid of such analysis, and alternative views of the effectiveness of fiscal, monetary, and other governmental policies are analyzed. Attention is given to the sources and consequences of economic growth and to the nature and significance of international linkages through goods and capital markets.

Prerequisite: **Economics 101.**

[207b. The International Economy.]

208b. American Economic History. Fall 2006 or Spring 2007. B. Zorina Khan.

Examines the development of institutions from the colonial period to the rise of the modern corporation in order to understand the sources of U.S. economic growth. Topics include early industrialization, technological change, transportation, capital markets, entrepreneurship and labor markets, and legal institutions. Not open to students who have taken **Economics 238.**

Prerequisites: **Economics 101** and **102.**

210b. Economics of the Public Sector. Fall 2006 or Spring 2007. John M. Fitzgerald.

Theoretical and applied evaluation of government activities and the role of government in the economy. Topics include public goods, public choice, income redistribution, benefit-cost analysis, health care, social security, and incidence and behavioral effects of taxation. Not open to students who have taken **Economics 310.**

Prerequisite: **Economics 101.**

211b. Poverty and Redistribution. Spring 2006. John M. Fitzgerald.

Examines the causes and consequences of poverty and inequality in the United States and analyzes policy responses. Topics include: social welfare theory, poverty measurement, discrimination, rising wage inequality, the working poor, and consequences of poverty for families and subsequent generations. A substantial part of the course focuses on benefit-cost analysis and experimental and non-experimental evaluations of current policy, including welfare reform, education and training, and employment programs. Makes limited use of comparisons to other countries.

Prerequisite: **Economics 101.**

212b. Labor and Human Resource Economics. Fall 2006 or Spring 2007. Rachel Ex Connelly.

A study of labor market supply and demand, with special emphasis on human resource policies, human capital formation, and wage inequality.

Prerequisite: **Economics 101.**

216b. Industrial Organization. Fall 2005. Joon-Suk Lee.

A study of the organization of firms, their strategic interaction and the role of information in competitive markets, and related policy issues such as antitrust. Introduces basic game-theoretic tools commonly used in models of industrial organization. Features industry sector analyses and classroom applications.

Prerequisite: **Economics 101** or permission of the instructor.

218b. Environmental Economics and Policy. Spring 2006. David J. Vail.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based policies; the evolution from piecemeal regulation to comprehensive "green plans" (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as **Environmental Studies 218.**)

Prerequisite: **Economics 101.**

219b,d. Underdevelopment and Strategies for Sustainable Development in Poor Countries. Fall 2005. David J. Vail.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, population growth, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include global economic integration and environmental sustainability. (Same as **Environmental Studies 220.**)

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

221b. Marxian Political Economy. Spring 2006. Jonathan P. Goldstein.

An alternative (heterodox) analysis of a capitalist market economy rooted in Marx's methodological framework, which focuses on the interconnected role played by market relations, class/power relations, exploitation and internal tendencies towards growth, crisis, and qualitative change. Students are introduced to the Marxian method and economic theory through a reading of Volume 1 of *Capital*. Subsequently, the Marxian framework is applied to analyze the modern capitalist economy with an emphasis on the secular and cyclical instability of the economy, changing institutional structures and their ability to promote growth, labor market issues, globalization, and the decline of the Soviet Union.

Prerequisite: **Economics 100** or **101**, or permission of the instructor.

223b,d. Africa's Economic Prospects: Globalization and Economic Institutions. Spring 2006. John Todd.

An examination of the factors that have affected Africa's recent economic development, including globalization, international aid institutions, and domestic governance. Particular attention is paid to the interests and the strategies of the many players in this field — both external (multinationals, NGOs, bilateral and multilateral aid agencies) and internal (governments, civil society, local business, and the poor). Competing explanations for Africa's relatively poor economic record are reviewed, including the impact of globalization; the policies and practices of aid institutions; and Africa's political and economic management, with specific examples from Nigeria, Zambia, Botswana, and South Africa. Tools of economic analysis are used to help understand the potential roles of international trade, foreign investment, aid, and productivity growth in contributing to the achievement of broadly-shared and sustainable economic growth in Africa. Concludes with an exploration of alternative scenarios for the world economy and Africa's place in it over the next ten to fifteen years.

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

227b,d. Human Resources and Economic Development. Fall 2006 or Spring 2007. Deborah S. DeGraff.

An analysis of human resource issues in the context of developing countries. Topics include the composition of the labor force by age and gender, productivity of the labor force, unemployment and informal sector employment, child labor and the health and schooling of children, and the effects of structural adjustment policies and other policy interventions on the development and utilization of human resources. Examples from selected African, Asian, and Latin American countries are integrated throughout the course. Not open to students who have completed **Economics 319.**

Prerequisite: **Economics 101**.

228b. Natural Resource Economics and Policy. Fall 2006 or Spring 2007. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (such as minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political, and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Environmental Studies 228.**)

Prerequisite: **Economics 101.**

[231b. Economics of the Life Cycle.]

238b. Economic History of American Enterprise. Fall 2006. B. Zorina Khan.

Presents an economic analysis of innovation in firms and markets during the course of American economic development. Central themes include changes in the role of institutions, such as the factory system and large corporations, relative to market transactions. The first part of the course considers specific issues in the organization of the firm, finance, and technology during the nineteenth century. The second part examines more contemporary questions bearing on the productivity and competitiveness of American enterprise. Not open to students who have taken **Economics 208.**

Prerequisite: **Economics 101** and **102.**

255b. Microeconomics. Every semester. The Department.

An intermediate-level study of contemporary microeconomic theory. Analysis of the theory of resource allocation and distribution, with major emphasis on systems of markets and prices as a social mechanism for making resource allocation decisions. Topics include the theory of individual choice and demand, the theory of the firm, market equilibrium under competition and monopoly, general equilibrium theory, and welfare economics.

Prerequisite: **Economics 101** and **102** and **Mathematics 161** or equivalent.

256b. Macroeconomics. Every semester. The Department.

An intermediate-level study of contemporary national income, employment, and inflation theory. Consumption, investment, government receipts, government expenditures, money, and interest rates are examined for their determinants, interrelationships, and role in determining the level of aggregate economic activity. Policy implications are drawn from the analysis.

Prerequisite: **Economics 101** and **102** and **Mathematics 161** or equivalent.

257b. Economic Statistics. Every semester. The Department.

An introduction to the data and statistical methods used in economics. A review of the systems that generate economic data and the accuracy of such data is followed by an examination of the statistical methods used in testing the hypotheses of economic theory, both micro- and macro-. Probability, random variables and their distributions, methods of estimating parameters, hypothesis testing, regression, and correlation are covered. The application of multiple regression to economic problems is stressed.

Prerequisite: **Economics 101** and **102** and **Mathematics 161** or equivalent.

260b. Finance I. Fall 2005. Gregory P. DeCoster.

Finance I and II (**Economics 260** and **360**) is a two-course sequence providing a thorough exposure to the fundamental concepts involved in corporate financial decision-making, investment analysis, and portfolio management. Also presents the financial accounting principles and practices necessary to understand and utilize corporate financial statements as inputs to decision-making and valuation exercises. Topics to be covered include: functions and structure of the financial system; overview of valuation: measures of return and risk, discounted cash-flow analysis: sources of financial information such as basic accounting concepts, balance sheet, income statement, statement of cash-flows, and financial ratios; portfolio theory, the capital asset pricing model, and efficient markets theory; and corporate decision-making, including the cost of capital, capital budgeting, capital structure, and corporate governance.

Prerequisite: **Economics 101, 102,** and **255** (or concurrent enrollment in **255**); **Mathematics 161** and **171** are recommended.

Note: Only one of **Economics 260** and **360** may be counted toward the economics major or minor. (Students who have previously completed **Economics 209** or **309** require permission of the instructor to enroll in **Economics 260** and/or **360.**)

[277. Applied Research Practicum: Chinese Rural to Urban Migration.]

291b–294b. Intermediate Independent Study. The Department.

Courses numbered above 300 are advanced courses in economic analysis intended primarily for majors. Enrollment in these courses is limited to 18 students in each unless stated otherwise. Elementary calculus will be used in all 300-level courses.

301b. The Economics of the Family. Fall 2006 or Spring 2007. Rachel Ex Connelly.

Seminar. Microeconomic analysis of the family, its roles, and its related institutions. Topics include marriage, fertility, labor supply, divorce, and the family as an economic organization.

Prerequisite: **Economics 255** and **257,** or permission of the instructor.

302b. Business Cycles. Spring 2006. Jonathan P. Goldstein.

Seminar. A survey of competing theories of the business cycle, empirical tests of cycle theories, and appropriate macro stabilization policies. Topics include descriptive and historical analysis of cyclical fluctuations in the United States, Keynesian-Kaleckian multiplier-accelerator models, NBER analysis of cycles, growth cycle models, theories of financial instability, Marxian crisis theory, new classical and new Keynesian theories, and international aspects of business cycles.

Prerequisite: **Economics 256** or permission of the instructor.

[308b. Advanced International Trade.]

310b. Advanced Public Economics. Spring 2006. John M. Fitzgerald.

Seminar. A survey of theoretical and empirical evaluations of government activities in the economy, considering both efficiency and equity aspects. Topics include public choice, income redistribution, benefit-cost analysis, analysis of selected government expenditure programs (including social security), incidence and behavioral effects of taxation, and tax reform. Current public policy issues are emphasized. Not open to students who have taken **Economics 210**.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

316b. Econometrics. Fall 2005. John M. Fitzgerald.

Seminar. A study of the mathematical formulation of economic models and the statistical methods of testing them. A detailed examination of the general linear regression model, its assumptions, and its extensions. Applications to both micro- and macroeconomics are considered. Though most of the course deals with single-equation models, an introduction to the estimation of systems of equations is included. An empirical research paper is required.

Prerequisite: **Economics 257** or **Mathematics 265,** and **Mathematics 161,** or permission of the instructor.

318b. Environmental and Resource Economics. Fall 2005. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals; governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Not open to students who taken **Economics 218** or **228** except by permission of the instructor. (Same as **Environmental Studies 318**.)

Prerequisite: **Economics 255** and **257**.

319b,d. The Economics of Development. Fall 2006 or Spring 2007. Deborah S. DeGraff.

Seminar. Theoretical and empirical analysis of selected microeconomic issues within the context of developing countries. Has a dual focus on modeling household decisions and on the effects of government policy and intervention on household behavior and well being. Topics include agricultural production, land use and tenure systems, household labor allocation and migration, investment in education and health, and income inequality.

Prerequisite: **Economics 255** and **257**, or permission of the instructor.

320b. Economics, Technology, and Progress. Fall 2006 or Spring 2007. B. Zorina Khan.

Seminar. Technological change represents one of the most essential conditions for economic and social progress. This course examines the microeconomics of R&D, invention, innovation, and diffusion from both a theoretical and empirical perspective. Topics include the history of technology, the intellectual property system, the sources of invention and innovation, R&D joint ventures, the "information economy," and globalization. Applications range from the industrial revolution of the nineteenth century through contemporary issues such as digital technology, biotechnology and the human genome project, Silicon Valley, and the Internet.

Prerequisite: **Economics 255** and **257,** or permission of the instructor.

[321b. Ecological Economics and Sustainable Development.]

[329b. Open Economy Macroeconomics.]

340b. Law and Economics. Fall 2005. B. Zorina Khan.

Seminar. Law and economics is one of the most rapidly growing areas in the social sciences. The field applies the concepts and empirical methods of economics to further our understanding of the legal system. This course explores the economic analysis of law and legal institutions, including the economics of torts, contracts, property, crime, courts, and dispute resolution. Also focuses on topics in law and economics such as antitrust and regulation, corporations, the family, labor markets, product liability, and intellectual property. Students are introduced to online sources of information in law, and are required to apply economic reasoning to analyze landmark lawsuits in each of these areas. Not open to students who have taken **Economics 341.**

Prerequisite: **Economics 255** or permission of the instructor.

[341b. American Legal History.]

348b. Research in Economics History. Spring 2006. B. Zorina Khan.

Seminar. Investigates the sources of economic growth and development using cliometrics, or the quantitative study of economic history. Students are required to apply economic theories and methodology to the analysis of primary historical materials in order to produce a professional-quality research paper. Not open to students who have taken **Economics 208.**

Prerequisite: **Economics 257** or an equivalent course in statistics that includes multivariate regression analysis.

355b. Game Theory and Strategic Behavior. Spring 2007. Joon-Suk Lee.

An introduction to game theory, a theory analyzing and characterizing optimal strategic behavior. Strategic behavior takes into account other individuals' options and decisions. Such behavior is relevant in economics and business, politics, and other areas of the social sciences, where game theory is an important tool. The main game theoretic equilibrium concepts are introduced in class and applied to a variety of economics and business problems. Playing games and analyzing them constitutes a regular feature of the class. Elementary calculus and probability theory are used.

Prerequisite: **Economics 255** or permission of the instructor.

360b. Finance II. Spring 2006. Gregory P. DeCoster.

Finance II is a continuation of **Economics 260**. Topics covered include bond valuation and bond portfolio management; financial statement analysis; equity valuation — equity pricing models, estimation of earnings, and rates of return; topics in corporate finance — dividend policy, mergers, and multinational financial management; derivatives — futures, options, and swaps; risk management; and behavioral finance — overview, and implications for asset pricing, risk management, and corporate financial management.

Prerequisite: **Economics 260**.

Note: Only one of **Economics 260** and **360** may be counted toward the economics major or minor. Students who have previously completed **Economics 209** or **309** require permission of the instructor to enroll in **Economics 260** and/or **360**.

401b–404b. Advanced Independent Study and Honors. The Department.

Education

Associate Professor: Nancy E. Jennings
Assistant Professors: Charles Dorn, *Chair;* Doris A. Santoro Gómez
Lecturer: Kathleen O'Connor
Adjunct Lecturer and Director of Field Experiences: M. Lu Gallaudet
Adjunct Lecturer: George Isaacson
Visiting Fellow in Education: Suzanne Aldridge
Department Coordinator: Lynn A. Brettler

Bowdoin College does not offer a major in education.

Requirements for the Minor in Education

The department offers two minors: an **Education Studies** minor for students who do not plan to teach, and a **Teaching** minor for students who do plan to teach. Four courses are required for the **Education Studies** minor: either **Education 20** or **101** and three others chosen from among **Education 202, 203, 204, 205, 250, 251, 310.** Four courses are required for the **Teaching** minor: **Education 20** or **101, 203, 301, 303.** Students may not count Credit/D/Fail courses toward either minor.

Requirements for Certification to Teach in Public Secondary Schools

Because teaching in the public schools requires some form of licensure, the department provides a sequence of courses that lead to certification for secondary school teaching. This sequence includes the following:

1. A major in a subject area of certification offered by Bowdoin College with State of Maine endorsement: mathematics, life science, physical science, English, foreign language, and social studies. Additional requirements for social studies candidates: two courses in United States history, two courses in world history, one course in economics, and one course in government. While students' programs of study at Bowdoin need not be seriously restricted by plans to teach, majors and minors should be chosen with teaching possibilities in mind.

2. Seven courses offered by the Education Department: **Education 20** or **101**, and **Education 203, 301, 302, 303, 304,** and **305**.

Because education is not a major at Bowdoin, students interested in teaching as a career must carefully plan the completion of course work for certification.

Note: To student teach, students must be recommended by members of the Education Department. Students must be of good character and have a solid academic record. A 3.0 cumulative grade point average is required. In addition to required course work, candidates for certification must be fingerprinted and must earn a passing score on a national teachers' examination; since the inception of this requirement, Bowdoin students' pass rate has been 100%.

Ninth Semester Status

Students who have fulfilled all core secondary school subject area requirements for certification, have completed all Education Department course requirements necessary for secondary teacher certification except for student teaching (**Education 302**) and the student teaching seminar (**Education 304**), have met all other criteria for student teaching (see *note* above), and who have graduated from Bowdoin within the last two years may apply to the department for special student status to student teach. Students may apply for special student status for either the fall or spring semester. Students will be charged a reduced tuition fee. The department reserves the right to limit participation in this program because of staffing considerations.

Requirements for Teaching in Private Schools

State certification is not usually a requirement for teaching in independent schools. Thus, there is no common specification of what an undergraduate program for future private school teachers should be. In addition to a strong major in a secondary-school teaching field, however, it is recommended that prospective teachers follow a sequence of courses similar to the one leading to public school certification.

There is a further discussion of careers in teaching on page 42.

First-Year Seminar

For a full description of first-year seminars, see pages 133–42.

20c. The Educational Crusade. Spring 2006. Charles Dorn.

Introductory, Intermediate, and Advanced Courses

101c. Contemporary American Education. Fall 2005 and Spring 2006. The Department.

Examines current educational issues in the United States and the role schools play in society. Topics include the purpose of schooling, school funding and governance, issues of race, class, and gender, school choice, and the reform movements of the 1990s. The role of schools and colleges in society's pursuit of equality and excellence forms the backdrop of this study.

202c. Education and Biography. Fall 2005. Doris Santoro Gómez.

An examination of issues in American education through biography, autobiography, and autobiographical fiction. The effects of class, race, and gender on teaching, learning, and educational institutions are seen from the viewpoint of the individual, one infrequently represented in the professional literature.

Prerequisite: **Education 20** or **101**.

203c. Educating All Children. Fall 2005. Suzanne Aldridge. Spring 2006. Doris Santoro Gómez.

An examination of the economic, social, political, and pedagogical implications of universal education in American classrooms. The course focuses on the right of every child, including physically handicapped, learning disabled, and gifted, to equal educational opportunity. Requires a minimum of 24 hours of observation in a local elementary school.

Prerequisite: **Education 20** or **101**.

[204c. Educational Policy.]

205c. High School. Spring 2006. Suzanne Aldridge.

A study of the American high school as institution and icon. Examines the evolution of the high school from elite academy to universal adolescent rite of passage. Educational research, first-person narrative, high school students' and practitioners' voices, and documentary films guide students in the semester-long creation of several "charter" high schools, from mission through budget and facilities planning to academic program.

Prerequisite: **Education 20** or **101.**

250c. Education and Law. Every other year. Fall 2005. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Government 219.**)

251c. Teaching Writing: Theory and Practice. Fall 2005. Kathleen O'Connor.

Explores theories and methods of teaching writing, emphasizing collaborative learning and peer tutoring. Examines relationships between the writing process and the written product, writing and learning, and language and communities. Investigates disciplinary writing conventions, influences of gender and culture on language and learning, and concerns of ESL and learning disabled writers. Students practice and reflect on revising, responding to others' writing, and conducting conferences. Prepares students to serve as writing assistants for the Writing Project.

Prerequisite: Selection in previous spring semester by application to the Writing Project (see pages 39–40).

285c. Drama in Education. Every other year. Spring 2006. Libby Marcus.

Examines the uses of theater in elementary and secondary education. Includes hands-on experience in the creative drama techniques of children's theater pioneers Winifred Ward and Viola Spolin. The theories and practices of Brian Way, Geraldine Siks, and Dorothy Heathcote are considered. Students look at ways in which theater is taught from discipline-based, creative dramatic, and drama-in-education perspectives. (Same as **Theater 285**.)

Prerequisite: A 100-level course in theater or education.

301c. Teaching. Fall 2005. Suzanne Aldridge.

A study of what takes place in classrooms: the methods and purposes of teachers, the response of students, and the organizational context. Readings and discussions help inform students' direct observations and written accounts of local classrooms. Peer teaching is an integral part of the course experience. Requires a minimum of 36 hours of observation in a local secondary school. **Education 303** must be taken concurrently with this course.

Prerequisite: Senior standing, **Education 20** or **101**, a major in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, and social studies), and permission of the instructor.

302c. Student Teaching Practicum. Spring 2006. Lu Gallaudet.

Because this final course in the student teaching sequence demands a considerable commitment of time and serious responsibility in a local secondary school classroom, enrollment requires the recommendation of the instructors of **Education 301** and **Education 303**. Recommendations are based on performance in **Education 301** and **Education 303**, the student's cumulative and overall academic performance at Bowdoin, and the student's good standing in the Bowdoin community. Required of all students who seek secondary public school certification. Grades are awarded on a Credit/D/Fail basis only. **Education 304** must be taken concurrently with this course.

Prerequisite: Senior standing; an overall 3.0 grade point average and a 3.0 grade point average in **Education 301** and **Education 303; Education 203, 301,** and **303**; and permission of the instructor.

303c. Curriculum and Instruction. Fall 2005. Charles Dorn.

A study of the knowledge taught in schools: its selection and the rationale by which one course of study rather than another is included: its adaptation for different disciplines and for different categories of students; its cognitive and social purposes; the organization and integration of its various components. **Education 301** must be taken concurrently with this course.

Prerequisite: Senior standing, **Education 20** or **101**, a major in a core secondary school subject area (mathematics, life science, physical science, English, foreign language, and social studies), and permission of the instructor.

304c. Senior Seminar: Analysis of Teaching and Learning. Spring 2006. Lu Gallaudet.

This course is designed to accompany **Education 302,** Student Teaching Practicum, and considers theoretical and practical issues related to effective classroom instruction.

Prerequisite: Senior standing; an overall 3.0 grade point average and a 3.0 grade point average in **Education 301** and **303; Education 203, 301,** and **303**; and permission of the instructor.

305c. Adolescents in School. Spring 2006. The Department.

A study of adolescent development within the context of teaching and learning in schools. Designed primarily for those engaged in student teaching. Links theory and research with the student teacher's practical application in the classroom. Begins with classic conceptions of identity development, and moves to a more contemporary understanding of adolescence, as it both affects and is affected by school. Topics include physical, cognitive, social, and emotional development of the secondary school student.

Prerequisite: **Education 20** or **101**, **203**, **301**, and **303**; and permission of the instructor.

310c. The Civic Functions of Higher Education in America. Spring 2006. Charles Dorn.

Seminar. What does it mean for an institution of higher education to act in the public interest? How have interpretations of higher education's public service role changed throughout history? In what ways might a college, such as Bowdoin, fulfill its institutional commitment to promote the "common good"? Examines the civic functions adopted by and ascribed to institutions of higher education in America, from the seventeenth century to the present. Students investigate both how colleges and universities have employed civic rhetoric to advance institutional agendas and how societal expectations of civic responsibility have shaped these institutions over time. Students survey relevant literature in the history of liberal arts colleges, research universities, women's colleges, and historically Black colleges and universities; learn how historians frame questions, gather and interpret evidence, and draw conclusions; and conduct archival research, culminating in a case study of one institution's historically defined civic purpose.

Prerequisite: **Education 20** or **101,** or one course in the History Department.

291c–294c. Intermediate Independent Study.

401c–404c. Advanced Independent Study.

English

Professors: David Collings, Celeste Goodridge, Marilyn Reizbaum, William C. Watterson
Associate Professors: Peter Coviello; Ann Louise Kibbie, *Chair;* Elizabeth Muther*
Assistant Professors: Aviva Briefel, Mary Agnes Edsall, Aaron Kitch†
Visiting Assistant Professor: Julia Major
Joint Appointment with Africana Studies: Assistant Professor Daniel Moos
Joint Appointment with Asian Studies: Assistant Professor Belinda Kong
Writer-in-Residence: Anthony E. Walton
Adjunct Assistant Professor: Hilary Thompson
Department Coordinator: Barbara Olmstead

Requirements for the Major in English and American Literature

The major requires a minimum of ten courses. Each student must take one first-year seminar **(English 10–29)** or introductory course **(English 104–106),** either of which will serve as a prerequisite to further study in the major. At least three of the ten courses must be chosen from offerings in British and Irish literature before 1800. These are courses in Old English and medieval literature; Renaissance literature; and the literature of the Restoration and the eighteenth century. The individual courses that satisfy this requirement are identified by a note in the course description. Only one of these three courses may be a Shakespeare drama course, and only one may be a Chaucer course. At least one of the ten courses must be chosen from offerings in literature of the Americas. The individual courses that satisfy this requirement are identified by a note in the course description. Also, each student must take at least one advanced seminar in the department (any English 300-level course). Students may, when appropriate, count an advanced seminar toward this requirement, as well as to one of the requirements listed above. Transfer credits will not count for this requirement. The remaining courses may be selected from the foregoing and/or **English 10–29** (first-year seminars); **61–66** (Creative Writing); **104–106; 240–289; 300–399; 291–292** (independent study); and **401–402** (advanced independent study/honors). No more than three courses may come from the department's roster of first-year seminars and 100-level courses; no more than one creative writing course will count toward the major. As one of two courses outside the department, one upper-level course in film studies may be counted toward the major; courses in expository writing, journalism, and communication are not eligible for major credit. Credit toward the major for advanced literature courses in another language, provided that the works are read in that language, must be arranged with the chair.

Majors who are candidates for honors must write an honors essay and take an oral examination in the spring of their senior year.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and Theater. See page 190.

Requirements for the Minor in English and American Literature

The minor requires five courses in the department, including one first-year seminar **(English 10–29)** or introductory course (**English 104–106**). At least three of the remaining four courses must be numbered 200 or above. No more than one creative writing course may count toward the minor, and no courses in expository writing, film, communication, or journalism will count. Students may not apply transfer credits to the minor.

First-Year Seminars in English Composition and Literature

These courses are open to first-year students. The first-year English seminars are numbered 10–19 in the fall; 20–29 in the spring. Usually there are not enough openings in the fall for all first-year students who want an English seminar. First-year students who cannot get into a seminar in the fall are given priority in the spring. The main purpose of the first-year seminars (no matter what the topic or reading list) is to give first-year students extensive practice in reading and writing analytically. Each seminar is normally limited to sixteen students and includes discussion, outside reading, frequent papers, and individual conferences on writing problems. For a full description of first-year seminars, see pages 133–42.

10c. Modern American Poetry. Fall 2005. Celeste Goodridge.

11c. *Film Noir.* Fall 2005. Ann Kibbie.

12c. Reincarnations of the Monkey. Fall 2005. Belinda Kong.
(Same as **Asian Studies 18.**)

13c. Hawthorne. Fall 2005. William Watterson.

14c. Animal Life. Fall 2005. Hilary Thompson.

15c. Eight American Poets. Fall 2005. Anthony Walton.

16c. Pastoral and Utopia. Fall 2005. Julia Major.

20c. Femmes Fatales, Lady Killers, and Other Dangerous Women. Spring 2006. Aviva Briefel.

21c. Lesbian Personae. Spring 2006. Peter Coviello.

22c. Stoic Heroes and Disenchanted Knights. Spring 2006. Mary Agnes Edsall.

23c. Contemporary American Poetry. Spring 2006. Celeste Goodridge.

24c. Scotlands Galore. Spring 2006. Marilyn Reizbaum.

Introductory Courses in Literature

104c.–106c. Studies in Genre.

Primarily intended for first- and second-year students, and for juniors and seniors with no prior experience in college literature courses. Genres include prose narrative (**English 104**), poetry (**English 105**), and drama (**English 106**). Specific content and focus of each course will vary with the instructor.

104c. Introduction to Narrative. Fall 2005. Aviva Briefel.

Explores the topic of "adaptation," specifically, the ways in which cinematic texts transform literary narratives into visual forms. Begins with the premise that every adaptation is an interpretation, a rewriting/rethinking of an original text that offers an analysis of that text. Close attention is paid to the differences and similarities in the ways in which written and visual texts approach narratives, the means through which each medium constructs and positions its audience, and the types of critical discourses that emerge around literature and film. May include works by Jane Austen, Philip K. Dick, Charles Dickens, Howard Hawks, Amy Heckerling, Stanley Kubrick, David Lean, Anita Loos, Vladimir Nabokov, and Ridley Scott.

105c. Introduction to Poetry. Fall 2005. Peter Coviello.

Explores varied topics in the Anglo-Irish-American poetic tradition, including aesthetic, political, and social questions. Strong emphasis on prosody, close reading, and the use of multi-media to "place" a poem or poet; "excavations" of multiple meaning and sources in poems; and examinations of poetic approaches toward negotiating the implicit tension between technique and subject matter.

105c. Introduction to Poetry. Spring 2006. David Collings.

Proposes that the human world is created by a vast network of figures of speech and examines the way poetry intervenes in that world by complicating the clichés of ordinary thought or the genres of everyday life. Discusses the invention or debasement of elevated cultural statement, the imitation of vernacular speech, the adaptation of popular song genres, and the allusive reflection on older poetic traditions. Includes instruction in the basic skills of reading poetry and examines poems in English from a wide variety of periods, traditions, and genres.

106c. Introduction to Drama. Spring 2006. William Watterson.

Beginning with a close reading of Aristotle's *Poetics,* introduces students to dramatic structure through the history of plot-making. Plays by Sophocles, Shakespeare, Molière, Sheridan, Ibsen, Chekhov, O'Neill, Beckett, and Brecht are also examined in light of the evolution of traditional dramatic genres (tragedy and comedy), innovative modes ("Photogenic Realism," "Epic Theater," "Theater of the Absurd," etc.), and the emergence of psychological approaches to character. In addition to writing critical papers about plays, students have the option to write dialogue and/or dramatic scenes and to present them as live theater in class. (Same as **Theater 106.**)

Courses in Composition and Creative Writing

60c. English Composition. Fall 2005. Mary Agnes Edsall. Spring 2006. Elizabeth Muther.

Practice in analytic and critical writing, with special attention to drafting and revision of student essays. Assignment sequences allow students to engage a variety of modes and topics that build toward the developed expository essay. Practice in grammar as well. Does not count toward the major or minor in English.

[61c. Creative Writing: Poetry I.]

68c. Nonfiction Literary Narrative. Fall 2005. Anthony Walton.

Engages in an intensive study of the writing of literary non-fiction narratives through the workshop method. Students are expected to engage in the study and discussion of craft techniques and issues particular to this genre, to read deeply from an assigned list of writers, and to compose a substantial narrative of their own.

Prerequisite: Permission of the instructor.

Advanced Courses in English and American Literature

201c. Chaucer: *The Canterbury Tales.* Offered every other year, alternating between **English 201** and **English 202.** Spring 2008. Mary Agnes Edsall.

An opportunity to learn Middle English and enjoy and analyze a wide selection of the stories told on Chaucer's great literary road-trip. Includes a focus on medieval history, material culture, literary backgrounds, social codes, and social conflicts. Attention given to trends in Chaucer studies.

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

202c. Chaucer: *Troilus and Criseyde.* Offered every other year, alternating between **English 201** and **English 202.** Fall 2005. Mary Agnes Edsall.

Learn Middle English and study Chaucer's tragic story of love in besieged Troy. Includes a focus on medieval discourses of love and empire, on the Troy story in the Middle Ages, and on the history and court culture of Ricardian England. Attention given to trends in Chaucer studies.

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

203c. Topics in Medieval Literature: Trilingual England. Every other year. Fall 2006. Mary Agnes Edsall.

An introduction to the literature written in medieval England, with a focus on the multilingualism of English culture in the Middle Ages. The world of medieval Europe was, at the least, bilingual, for Latin was the language of the Church and of the educated; moreover, in post-Norman England, French became the language of social and political power. Examines how different languages, discourses, and codes functioned in medieval English culture and considers works that depict exchanges between different cultures. Readings may include: Bede, *The Wanderer*, *The Dream of the Rood*, *The Song of Roland*, *The Play of Adam*, Chrétien de Troyes, Marie de France, medieval lyrics and fabliaux, Chaucer, *Mankind*.

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

204c. Tolkien's Middle Ages. Every other year. Spring 2006. Mary Agnes Edsall.

A study of the medieval philological, historical, and literary backgrounds of J.R.R. Tolkien's *Lord of the Rings.* Includes a focus on the early history of the English language, on Anglo-Saxon and Middle English language, literature, and culture, as well as on Tolkien's essays, especially those on *Beowulf* and on Fairie. Attention given to major and minor works by Tolkien, as well as to Peter Jackson's films. *Note:* It is presumed that students enrolling have a real familiarity with the text (as opposed to the film version) of *Lord of the Rings.* Medieval texts may include: Snorri Sturlusons's *Gylfaginning*, *The Battle of Maldon*; *Beowulf*; *Lanval*; *Sir Orfeo*; and *Sir Gawain and the Green Knight.*

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2005. William Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale,* and *The Tempest* in light of Renaissance genre theory. (Same as **Theater 210.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

211c. Shakespeare's Tragedies and Roman Plays. Every other year. Spring 2006. William Watterson.

Examines *Hamlet, Othello, Macbeth, King Lear, Julius Caesar, Antony and Cleopatra,* and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **Theater 211.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

212c. Shakespeare's History Plays. Every other year. Fall 2006. William Watterson.

Explores the relationship of *Richard III* and the second tetralogy (*Richard II,* the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare's own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **Theater 212**).

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

220c. Imaginary Worlds of the Renaissance. Fall 2005. Julia Major.

How did Renaissance humanists and reformers draw upon classical models to imagine ways of being in the world that could express new poetic and political affiliations? Explores the reclamation of rhetoric as the basis for new ideas of human civility; the turn to pastoral, including English translations of the Psalms, as a bridge between ancient wisdom and an uncertain future; and the search for the New World in both geographical discovery and in the beginnings of scientific discourse. Readings may include selections from Petrarch's letters; Castiglione, *The Book of the Courtier*; Montaigne, "Of Cannibals"; poems of Sir Thomas Wyatt; Shakespeare, selected sonnets and *The Tempest*; Donne, selected poems; Aphra Behn, *Oroonoko;* and Margaret Cavendish, *Blazing World.*

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[221c. English Literature of the Late Renaissance.]

221c. Eloquence and Poetry: Lies or the Plain Truth? Spring 2006. Julia Major.

How did the Renaissance revival of classical rhetoric, especially eloquence, become associated with both true feeling and false representation? What happens to poetry in the search for truth following the Reformation? Investigates the turn from the humanist faith in rhetorical eloquence to the Protestant faith in plainness; culminates in the examination of how Milton complicates any simple distinction between eloquence and plainness, or deceit and truth. Readings may include Machiavelli, *The Prince*; Erasmus, In *Praise of Folly*; Sidney, *Defense of Poetry*; Marlowe, *Doctor Faustus*; Spenser, *The Faerie Queene*, Book I; and Milton, *Paradise Lost*.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

222c. Milton. Every other year. Fall 2005. Ann Kibbie.

A critical study of Milton's major works in poetry and prose, with special emphasis on *Paradise Lost*.

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

[223c. Renaissance Drama.]

230c. Theater and Theatricality in the Restoration and the Eighteenth Century. Every other year. Fall 2006. Ann Kibbie.

An overview of the development of the theater from the re-opening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, "she-tragedy," sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **Theater 230.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

231c. Topics in Restoration and Eighteenth-Century Poetry and Prose: Writing Lives. Every other year. Spring 2007. Ann Kibbie.

Explores the representation of private life in the poetry and non-fiction prose of the period (including diaries, private journals, public and private letters, and biographical sketches), with an emphasis on the emergence of the modern author. Works include selections from the diary of Samuel Pepys, the autobiographical poetry of Alexander Pope, Lady Mary Wortley Montagu's travel letters, Lord Chesterfield's letters of advice to his illegitimate son, the autobiography of Olaudah Equiano, selections from Samuel Johnson's *Lives of the English Poets*, and James Boswell's *London Journal*.

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

241c. English Romanticism II: Romantic Sexualities. Spring 2007. David Collings.

Investigates constructions of sexuality in English romantic writing. Examines tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, orientalist fantasy, diary, and realist fiction. Discusses the place of such writing in the history of sexuality, repression, the unconscious, and the sublime. Authors may include Austen, Beckford, Emily Brontë, Burke, Byron, Coleridge, Keats, Lister, Mary Shelley, and Percy Shelley, alongside secondary, theoretical, and historical works. (Same as **Gender and Women's Studies 241.**)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

243c. Victorian Genders. Every other year. Spring 2006. Aviva Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Bronte, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **Gender and Women's Studies 239**)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

244c. Victorian Crime. Every other year. Spring 2007. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period's preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **Gender and Women's Studies 244**.)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

246c. Romanticism, Lyricism, and Nature. Fall 2005. David Collings.

Examines English romantic poetry about nature, with particular emphasis on the way such poetry finds a lyric impulse already present in nature. Considers such subjects as the interplay of nature and transcendence, the supernatural dimension of nature, the boundary between the human and the natural, the contrast of urban and rural life, and the value of traditional landed society. Authors may include Clare, Coleridge, Keats, Shelley, and Wordsworth. (Same as **Environmental Studies 261.**)

Prerequisite: One first-year seminar or 100-level course in English or Environmental Studies.

250c. Topics in the Eighteenth-Century Novel. Every other year. Spring 2006. Ann Kibbie.

An introduction to English prose fiction of the eighteenth century through the examination of a specific topic shared by a variety of canonical and non-canonical texts.

Spring 2006. Family Plots.

Explores the representation of family life in the eighteenth-century novel. Works include Daniel Defoe's *Moll Flanders* and *Roxana*, Henry Fielding's *Tom Jones*, Frances Burney's *Evelina*, Ann Radcliffe's *Mysteries of Udolpho*, and Jane Austen's *Northanger Abbey* and *Pride and Prejudice*.

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

252c. Victorian Narratives of Empire. Every other year. Fall 2006. Aviva Briefel.

Examines the diverse ways in which literary genres, including the domestic novel, the boy's adventure story, and the sensation narrative, constructed England's imperial authority in the Victorian period. Among other topics, considers the role that narratives played in upholding and challenging colonial structures; the literary representation of nationhood; and the impact of categories of race, gender, and sexuality on notions of empire. Also explores recent postcolonial readings of Victorian narratives. Authors may include Brontë, Collins, Conrad, Haggard, Kipling, and Schreiner. (Same as **Gender and Women's Studies 252.**)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

260c. Playwriting. Every other year. Fall 2006. Gretchen Berg.

A workshop in writing for contemporary theater. Includes introductory exercises in writing monologues, dialogue, and scenes, then moves to the writing and revising of a short play, a solo performance piece, or a staged adaptation of existing material. Students read plays and performance texts, considering how writers use speech, silence, and action; how they structure plays and performance pieces; and how they approach character and plot. (Same as **Theater 260**.)

Prerequisite: A 100-level course in theater or dance or permission of the instructor.

261c. Modernism/Modernity. Spring 2006. Marilyn Reizbaum.

Examines the cruxes of the "modern," and the term's shift into a conceptual category rather than a temporal designation. Although not confined to a particular national or generic rubric, takes British works as a focus. Organized by movements or critical formations of the modern, i.e., modernisms, psychoanalysis, postmodernism, cultural critique. Readings of critical literature in conjunction with primary texts. Authors/directors/works may include T.S. Eliot, Joyce's *Dubliners*, Lawrence's *Sons and Lovers*, Sontag's *On Photography*, W.G.Sebald's *The Natural History of Destruction*, Ian McEwen's *Enduring Love*, Stevie Smith, Kureishi's *My Son the Fanatic*, and Coetzee's *White Writing*.

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

262c. Drama and Performance in the Twentieth Century and Beyond. Fall 2005. Marilyn Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation, like that of Ibsen or Brecht, has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Moliere's *Tartuffe*): epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh), with an eye to the cultural and sexual politics attending all of these categories. (Same as **Theater 262** and **Gender and Women's Studies 262.**)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

[263c. Modern British Literatures.]

264c. Modern Irish Literature. Spring 2006. Marilyn Reizbaum.

Considers Irish writing from the late nineteenth century through the present: its contribution to modern literary movements and conflictual relation to the idea of a national Irish literature. Likely topics include linguistic and national dispossession; the supernatural or surreal, pastoral, and urban traditions; the Celtic Twilight versus Modernism; and the interaction of feminism and nationalism.

Prerequisite: One first-year seminar or 100-level course in the English department.

270c. Early American Literature. Every other year. Fall 2006. Peter Coviello.

A study of the writing produced in colonial, revolutionary, and post-revolutionary America. Prominent concerns are the Puritan covenant, nationalism, democracy and consensus, revolutionary rupture, and the evolving social meanings of gender and of race. Readings may include Bradstreet, Edwards, Franklin, Wheatley, Brockden Brown, Irving, and Cooper.

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the Literature of the Americas requirement for English majors.

271c. The American Renaissance. Every other year. Spring 2007. Peter Coviello.

Considers the extraordinary quickening of American writing in the years before the Civil War. Of central concern are the different visions of "America" these texts propose. Authors may include Emerson, Poe, Douglass, Hawthorne, Jacobs, Melville, Stowe, Dickinson, and Whitman.

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the Literature of the Americas requirement for English majors and is offered as part of the curriculum in Gay and Lesbian Studies.

272c. Topics in Twentieth Century American Literature: The 50s. Fall 2005. Celeste Goodridge.

Analysis of the work of authors who may include Nabokov, Carson McCullers, Cheever, Salinger, Mary McCarthy, Highsmith, Plath, Sexton, Jarrell, and Baldwin.

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the Literature of the Americas requirement for English majors.

275c,d. African American Fiction: Counterhistories. Every year. Spring 2006. Elizabeth Muther.

Novels, short stories, and personal histories since 1850. Focuses on strategies of cultural survival as mapped in narrative form—with a special interest in framing structures and trickster storytellers, alternative temporalities, and double-voicing. Authors include Douglass, Brown, Jacobs, Chesnutt, Dunbar, Hurston, West, Wright, Morrison, Bambara, Meriwether, Gaines, Wideman, Walker, and Butler. (Same as **Africana Studies 275.**)

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the Literature of the Americas requirement for English majors.

277c.Topics in Nineteenth-Century American Literature: Empire of Feeling. Spring 2006. Peter Coviello.

A study of the relations between sentiment and belonging across the American nineteenth century. Considers both how a language of impassioned feeling promised to consolidate a nation often bitterly divided, and some of the problems with that promise. Centers on a reading of Harriet Beecher Stowe's *Uncle Tom's Cabin*. Other authors may include Jefferson, Wheatley, Melville, Hawthorne, Wilson, Harper, and Du Bois. (Same as **Africana Studies 277.**)

Prerequisite: One first-year seminar or 100-level course in the English Department.

282c. Introduction to Literary and Cultural Theory. Spring 2006. Celeste Goodridge.

Applying theoretical approaches to the interpretation of literature, considers the theory and practice of deconstruction, feminist, psychoanalytic, Marxist, and queer theory. Readings in theory and criticism, as well as works by some of the following authors: Melville, Hawthorne, James, Morrison, Baldwin, and Faulkner.

Prerequisite: One first-year seminar or 100-level course in the English Department.

284c. Introduction to Asian American Literature. Fall 2005. Belinda Kong.

An introduction not only to the writings of Asian America, but also to the historical development of Asian American literature as a field of discussion, study, and debate. Begins with a focus on a seminal moment in the formation of this field: the critical controversy sparked by the publication of Maxine Hong Kingston's *The Woman Warrior* (1976), then turns to more contemporary writings, and the question of how to re-conceive the terrains of Asian American literature in light of recent works. Besides Kingston, authors may include Amy Tan. David Henry Hwang, Frank Chin, Louis Chu, John Okada, Carlos Bulosan, Jade Snow Wong, Diana Chang, Edith Maude Eaton (Sui Sin Far), Gish Jen, Chang-rae Lee, and Jhumpa Lahiri. (Same as **Asian Studies 213**.)

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the Literature of the Americas requirement for English majors.

285c. American Postmodernism. Fall 2005. Daniel Moos.

Surveys the terrain of American literature, art, and culture generally known as "postmodern" that first appeared in the 1960s, along with the theoretical arguments that sought to define this new philosophical and cultural moment. In addition to working through the literature and philosophy, also asks questions about the present situation of postmodernism—whether this movement has passed, whether its fragmentation is still innovative, and whether postmodern expression still aids in either identifying or challenging dominant political discourse at the end of the twentieth century (and the early twenty-first century). Readings in various philosophical explorations of the postmodern condition, as well as literature by Thomas Pynchon, Donald Barthelme, Kurt Vonnegut, Ishmael Reed, Kathy Acker, and Gerald Vizenor, among others. Also explores postmodern humor through the films of Mel Brooks and others.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

286c. Multiethnic American Literature: Narratives of Homecoming. Spring 2006. Belinda Kong.

We typically think of homecoming as an event that happens to someone who has left a native place, or else a place of former dwelling and belonging. We imagine it as an occasion for nostalgic fulfillment, for retrieving lost personal possessions and having familiar things displayed once again before our eyes. But what of homecomings undertaken by those who have never actually been to the place called "home"? And what of homecomings in which the place of former residence is no longer an emotional home but a place of alienation? Looks at some twentieth-century narratives of homecoming and examines how writers imagine their journeys and arrivals. Authors may include John Okada, Amy Tan, Nella Larsen, Ralph Ellison, Paule Marshall, Leslie Marmon Silko, and Mario Vargas Llosa.

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the Literature of the Americas requirement for English majors.

289c. The United States at War: Vietnam to Iraq. Spring 2006. Daniel Moos.

The American involvement in Vietnam was a highly significant moment of political and cultural change in the 1960s and 1970s in America. Begins by studying American narratives of World War II as normative (though problematic) and then explores narratives of war from Vietnam to Iraq I and II, in order to see how they diverge in terms of political ideology, the rhetoric of mission, and personal experience. Works may include Ron Kovic, *Born on the Fourth of July*; Bobbie Ann Mason, *In Country*; Tim O'Brien, *The Things They Carried*; and Anthony Swoford, *Jarhead*; and the films *The Deerhunter, Apocalypse Now, Full Metal Jacket,* and *Three Kings.*

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the literature of the Americas requirement for English majors.

310c–350c. Advanced Literary Study. Every year.

English 300-level courses are advanced seminars; students who take them are normally English majors. Their content and perspective varies—the emphasis may be thematic, historical, generic, biographical, etc. All require extensive reading in primary and collateral materials.

310c. The Victorian *Fin de Siècle*. Fall 2005. Aviva Briefel.

Focusing especially on representations of gender and sexuality, examines the Victorian end of the century. Concentrates on the works of authors and artists who sought to challenge the moralities and aesthetics of what they perceived as an earlier, restrictive period in English social and cultural history. Through an analysis of a variety of genres, including novels, short stories, plays, poems, essays, and images, examines these strategies of artistic resistance, while asking what it means for an artistic movement to attempt to revolutionize and rewrite cultural norms. May include texts by Beardsley, Beerbohm, Field, Gissing, Grand, Hardy, Schreiner, Symons, and Wilde. (Same as: **Gender and Women's Studies 311.**)

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

312c. Untimely Passions: Sexuality in Nineteenth-Century America. Fall 2005. Peter Coviello.

An examination of literary imaginings of sexuality in the midst of a long and unsettled moment in its American history, 1850-1895 — a moment before it was assumed that every person, and every intimacy, could be assigned a hetero- or homosexuality, but in which the first stirrings of that great taxonomical division could already be felt. Pays special attention to the idiosyncratic, extravagant, naïve, and oblique imaginings of the very domain of sexuality, of its forms and extensions, by authors who worry over the encroachment of a new regime of sexual specification. Authors may include Whitman, Dickinson, Melville, and James, as well as critics ranging from Freud and Foucault to contemporary queer theorists Michael Warner, Beth Freeman, Christopher Nealon, and others.

Prerequisite: One first-year seminar or 100-level course in the English Department.

Note: This course fulfills the Literature of the Americas requirement for English majors and is offered as part of the curriculum in Gay and Lesbian Studies.

313c. Purity, Translation, Colonization, Contamination. Spring 2006. Julia Major.

Traces the search for purity in language, the rise in national consciousness, and the ostracism of difference in early modern Europe and beyond. Questions at issue include the following: Why is the desire for purity in language so often associated with the repression of women and others whose literacy or language differs from the desirable norm? How does pure language become associated with myths of the nation-state? What happens to desires for purity and fears of contamination after the Renaissance? How do the polarities of purity and danger reappear in contemporary genetic experimentation? Readings may include Spenser, *The View of the Present State of Ireland*; Joseph Conrad, *Heart of Darkness*; Richard Hildreth, *The White Slave*; Louis Owens, *The Sharpest Sight*; and recent commentary on bioethics.

Prerequisite: One first-year seminar or 100-level course in English.

Note: This course fulfills the pre-1800 literature requirement for English majors.

314c. Art and Politics in the New Millennium. Fall 2005 Marilyn Reizbaum.

Explores the ongoing debate concerning the relationship between art and politics by looking at the more immediate sources for that debate in the twentieth century. Readings will include excerpts from Georg Lukacs, Fredric Jameson, Theodor Adorno, Emma Goldman, Pierre Bourdieu, Roland Barthes, Susan Sontag, *The Aesthetic Subject*. Works may include Michael Frayn, *Democracy*; J. M. Coetzee, *Elizabeth Costello*; Philip Roth's, *The Plot Against America*. Grimoprez, "Dial History"; and Hanni Abu Assad, "Paradise Now."

Prerequisite: One first-year seminar or 100-level course in the English Department.

315c. Coleridge: An Antibiography. Spring 2006. David Collings.

A critical reading of the life and writing of Samuel Taylor Coleridge, the brilliant and erratic romantic poet, philosopher, public intellectual, traveler, and critic. Focuses on the self-canceling features of his poetry, the fragmentary and dispersed nature of his authorship, and what remains unaccountable in any biographical narrative of his life. Discusses such topics as "genius" and monologue; political and literary communitarianism; the consequences of and his struggles against opium addiction; the crossings between friendship, collaboration, intersubjectivity, nonidentity, and homosocial practice; the difficulty of public writing in the polarized world of the Napoleonic wars; unrequited love as biographical, poetic, and philosophical problem; the relation between reading, criticism, and plagiarism; the genre of the unpublished notebook; and the effacement of the name and of poetic authority. Includes readings in Coleridge's poetry, prose, letters, and notebooks; related works by contemporary authors; and critical, historical, and theoretical writings on the themes of the course.

Prerequisite: One first-year seminar or 100-level course in the English department.

317c,d. Asian Diaspora: War and Displacement. Spring 2006. Belinda Kong.

Most of us can trace our roots to a place other than the one of our current residence. This place may be generations or continents removed from us, but nonetheless we feel an attachment toward it. We call this place "origin," and the phenomenon of being dispersed from origin is given the name "diaspora." Considers fiction written in English by Asian-descended authors, exploring how diasporic writers negotiate the tensions between their land of descent and their place of dwelling. Focuses on forms of displacement as a consequence of war. Authors may include Salman Rushdie, Timothy Mo, Kazuo Ishiguro, Joy Kogawa, Chang-rae Lee, Ha Jin, Wendy Law-Yone, Lan Cao, Le Thi Diem Thuy, and Vyvyane Loh. (Same as **Asian Studies 317**.)

Prerequisite: One first-year seminar or 100-level course in the English Department.

319c. Law and Literature: Eighteenth-Century Case Studies. Spring 2006. Ann Kibbie.

Drawing on a variety of literary texts (plays, novels, poems, and creative non-fiction), this course focuses on the intersections between law and literature in the eighteenth century. Topics include aspects of criminal law, family law, property law, copyright, and libel law. Authors include William Congreve, Daniel Defoe, John Gay, Alexander Pope, Samuel Richardson, Samuel Johnson, and Mary Wollstone.

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Environmental Studies

Administered by the Environmental Studies Committee;
DeWitt John, *Chair and Program Director*†
Eileen Sylvan Johnson, *Program Manager;* Rosemary Armstrong, *Program Assistant*
(See committee list, page 327.)

Joint Appointment with Biology: Assistant Professor John Lichter
Joint Appointment with Chemistry: Associate Professor Dharni Vasudevan
Joint Appointment with Government: Senior Lecturer DeWitt John†
Joint Appointment with History: Assistant Professor Matthew Klingle
Joint Appointment with Philosophy: Associate Professor Lawrence H. Simon, *Chair, Acting Program Director*
Professor: A. Myrick Freeman
Visiting Assistant Professors: Connie Y. Chiang, Jill Pearlman
Visiting Instructor: Anne C. J. Hayden
Adjunct Professor: Kristina Ford
Adjunct Lecturers: Steven Theodore, Conrad Schneider

Requirements for the Coordinate Major in Environmental Studies (ES)

The major involves the completion of a departmental major and the following courses in environmental studies. (To fulfill the major requirement a grade of C- or better must be earned in a course. Courses offered to satisfy the College's distribution requirements and the requirements of the departmental major may also be double-counted toward the ES major requirements, except as noted.)

1. **ES 101 Introduction to Environmental Studies,** preferably taken as a first-year student.
2. An introductory science course (**Environmental Studies/Geology 100, Environmental Studies/Geology 103, Biology 104, Biology 105, Chemistry 109, Physics 103,** and **Physics 104** meet this requirement).
3. **ES 201 Perspectives in Environmental Science** (same as **Biology 158/Chemistry 180).**
4. **ES 202 Environmental Policy and Politics** (same as **Government 214),** or **ES 218 Environmental Economics** (Same as **Economics 218**).
5. **ES 203 Environment, Culture, and the Human Experience** (same as **History 242).**
6. **Senior seminar:** A culminating course of one semester is required of majors. Such courses are multidisciplinary, studying a topic from at least two areas of the curriculum. This course is normally taken during the senior year. Courses currently satisfying this requirement include **ES 318, 380**, and courses numbered 390 and above. It is preferable to take this course during the senior year. Please check with the department for an updated list of courses satisfying this requirement.
7. Beyond the core courses, students must choose a concentration (listed below):

    ES Disciplinary Concentrations:
    For this option, ES coordinate majors must take three 100-level or above courses within one of the following concentrations:
    —for ***History, Landscape, Values, Ethics, and the Environment,*** students choose from ES courses designated with a "c"
    —for ***Environmental Economics and Policy,*** students choose ES courses designated with a "b"

—for the ***Interdisciplinary Environmental Science Concentration,*** students choose from ES courses designated with an "a" (in addition, **Chemistry 210 Chemical Analysis** and **Chemistry 240 Inorganic Chemistry** count toward this concentration). One of the courses must not be counted toward the requirements of the student's departmental major. (**Physics 103, Physics 104, Biology 104, Biology 105,** or **Chemistry 109** may count for this non-departmental course.)

Student-designed Environmental Studies Concentration:
Students majoring in ES have the option of designing their own concentration consisting of three courses in addition to the core courses and senior seminars. Student-designed concentrations are particularly appropriate for students interested in exploring environmental issues from a cross-divisional perspective. Students must submit a self-designed concentration form (available from the program), explaining their plan of study to the program director by the first week of the first semester of the junior year, listing the three ES courses proposed, and explaining how the courses are related to the issue of interest to the student. Proposals must be approved by the program director.

Requirements for the Minor in Environmental Studies

The minor consists of five courses: **Environmental Studies 101** and two core courses in the disciplinary area outside a student's departmental major:

—*for natural science majors:* **ES 202 Environmental Policy and Politics** or **ES 218 Environmental Economics,** and **ES 203 Environment, Culture, and Human Experience;**

—*for social science majors:* **ES 201 Perspectives in Environmental Science** and **ES 203 Environment, Culture, and Human Experience;**

—*for humanities majors:* **ES 201 Perspectives in Environmental Science** and **ES 202 Environmental Policy and Politics** or **ES 218 Environmental Economics;**

and two other ES courses (numbered 200 or above, one of which should be outside a student's departmental major).

First-Year Seminar

For a full description of first-year seminars, see pages 133–42.

14b,d. Weather, Climate and Culture. Spring 2006. Anne Henshaw.
(Same as **Anthropology 14**.)

15c. Frontier Crossings: The Western Experience in American History. Spring 2006. Matthew Klingle.
(Same as **History 15.**)

Introductory, Intermediate, and Advanced Courses

79a. Agriculture: Ancient and Modern. Fall 2007. Barry Logan.

Though nearly all people presently living on earth depend upon some form of agriculture to feed themselves, farming is a recent innovation when considered in the context of human evolution. The last century witnessed profound changes in agricultural technology and practices. Examines the ecological forces that influenced the establishment and proliferation of agriculture, and studies the scientific underpinnings of the "Green Revolution" and contemporary methods of genetic modification. Compares "high-input" conventional farming with organic approaches in terms of productivity and ecological impacts. (Same as **Biology 79.**)

81a. Physics of the Environment. Spring 2007. Mark Battle.

An introduction to the physics of environmental issues, including past climates, anthropogenic climate change, ozone destruction, and energy production and efficiency. (Same as **Physics 81.**)

100a. Environmental Geology and Hydrology. Every spring. Spring 2006. Chris Gerbi. Spring 2007. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and development of landscapes. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Geology 100.**)

101. Introduction to Environmental Studies. Every fall. Lawrence Simon, Dharni Vasudevan, and A. Myrick Freeman.

An interdisciplinary introduction to the variety of environmental problems caused by humanity and confronting us today. Provides an overview of the state of scientific knowledge about major environmental problems and potential responses of governments and people, an exploration of environmental issues, both global and regional, and an exploration of why societies often have such difficulty in reaching consensus on effective and equitable policies within existing political and economic institutions. Preference given to first- and second-year students. Required for ES majors.

103a. Marine Environmental Geology. Every fall. Edward Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. A one-day weekend field excursion is required. (Same as **Geology 103.**)

[121a. Plants: Ecology, Diversity, Form, and Function.]

201a. Perspectives in Environmental Science. Spring 2006. John Lichter and Dharni Vasudevan.

Functioning of the earth system is defined by the complex and fascinating interaction of processes within and between four principal spheres: land, air, water, and life. Leverages key principles of environmental chemistry and ecology to unravel the intricate connectedness of natural phenomena and ecosystem function. Fundamental biological and chemical concepts are used to understand the science behind the environmental dilemmas facing societies as a consequence of human activities. Laboratory sessions consist of local field trips, laboratory experiments, group research, case study exercises, and discussions of current and classic scientific literature. (Same as **Biology 158** and **Chemistry 180.**)

Prerequisite: One 100-level or higher course in biology, chemistry, or geology.

202b. Environmental Policy and Politics. Every year. Fall 2005. Anne Hayden. Fall 2006. DeWitt John.

Examines alternative ways to protect our environment. Analyzes environmental policies and the regulatory regime that has developed in the United States; new approaches such as free-market environmentalism, civic environmentalism, environmental justice, sustainable development; and environmental policies and politics in other countries. Includes intensive study of specific local and global issues such as air and water pollution, land conservation, or the reduction and management of wastes. (Same as **Government 214.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

203c. Environment and Culture in North American History. Every year. Spring 2006. Matthew Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the "Columbian exchange" and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of "nature"; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. Assignments include a research-based service learning term project. (Same as **History 242.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

204a. Introduction to Geographic Information Systems. Spring 2007. The Program.

Geographical information systems (GIS) organize and store spatial information for geographical presentation and analysis, allow rapid development of high quality maps, and enable powerful and sophisticated investigation of spatial patterns and interrelationships. Students will gain an understanding of GIS, and a working knowledge of ArcGIS, a commonly used software package. The course introduces concepts of cartography, database management, remote sensing, and spatial analysis, and explores how these are integrated into a GIS. Students work on individual GIS projects that are designed to contribute to service learning or research projects as they relate to environmental topics.

210a. Plant Physiology. Every spring. Barry A. Logan.

An introduction to the physiological processes that enable plants to grow under the varied conditions found in nature. General topics discussed include the acquisition, transport, and use of water and mineral nutrients, photosynthetic carbon assimilation, and the influence of environmental and hormonal signals on development and morphology. Adaptation and acclimation to extreme environments and other ecophysiological subjects are also discussed. Weekly laboratories reinforce principles discussed in lecture and expose students to modern research techniques. (Same as **Biology 210.**)

Prerequisite: **Biology 105**.

[213b,d. Anthropology of Islands.]

215a. Behavioral Ecology and Population Biology. Every fall. Nathaniel Wheelwright.

Study of the behavior of animals and plants, and the interactions between organisms and their environment. Topics include population growth and structure, and the influence of competition, predation, and other factors on the behavior, abundance, and distribution of plants and animals. Laboratory sessions, field trips, and research projects emphasize concepts in ecology, evolution and behavior, research techniques, and the natural history of local plants and animals. Optional field trip to the Bowdoin Scientific Station on Kent Island. (Same as **Biology 215.**)

Prerequisite: **Biology 105**.

218b. Environmental Economics and Policy. Spring 2006. David J. Vail.

An exploration of environmental degradation and public policy responses in industrial economies. Market failures, property rights, and materialistic values are investigated as causes of pollution and deteriorating ecosystem functions. Guidelines for equitable and cost-effective environmental policy are explored, with an emphasis on the roles and limitations of cost-benefit analysis and techniques for estimating non-monetary values. Three core themes are the transition from "command and control" to incentive-based policies; the evolution from piecemeal regulation to comprehensive "green plans" (as in the Netherlands); and the connections among air pollution, energy systems, and global warming. (Same as **Economics 218.**)

Prerequisite: **Economics 101.**

219a. Biology of Marine Organisms. Every fall. Amy S. Johnson.

The study of the biology and ecology of marine mammals, seabirds, fish, intertidal and subtidal invertebrates, algae, and plankton. Also considers the biogeographic consequences of global and local ocean currents on the evolution and ecology of marine organisms. Laboratories, field trips, and research projects emphasize natural history, functional morphology, and ecology. Lectures and three hours of laboratory or field trip per week. One weekend field trip included. (Same as **Biology 219.**)

Prerequisite: **Biology 105**.

220b,d. Underdevelopment and Strategies for Sustainable Development in Poor Countries. Fall 2005. David Vail.

The major economic features of underdevelopment are investigated, with stress on uneven development and the interrelated problems of poverty, population growth, inequality, urban bias, and environmental degradation. The assessment of development strategies emphasizes key policy choices, such as export promotion versus import substitution, agriculture versus industry, plan versus market, and capital versus labor-intensive technologies. Topics include global economic integration and environmental sustainability. (Same as **Economics 219.**)

Prerequisite: **Economics 101** and **102**, or permission of the instructor.

221b. Environmental Sociology. Fall 2006 Joe Bandy.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various environmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well as environmental movements. (Same as **Sociology 221.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

222b. Introduction to Human Population. Fall 2005. Nancy Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Sociology 222** and **Gender and Women's Studies 224.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

225a. Community and Ecosystem Ecology. Every fall. John Lichter.

Community ecology is the study of the dynamic patterns in the distribution and abundance of organisms. Ecosystem ecology is the study of the flow of energy and cycling of matter through ecological communities across multiple spatial scales. Explores the multitude of interactions among populations of plants, animals, and microbes, and between those populations and the physical and chemical environment. Topics include the creation and function of biodiversity, the complexity of species interactions in food webs, the role of disturbance in ecosystem processes, the relative magnitude of top-down versus bottom-up controls in ecosystems, and much more. Laboratory sessions consist of local field trips, team research exercises, and independent field research projects. Time is also set aside for discussions of current and classic scientific literature. (Same as **Biology 225.**)

Prerequisite: **Biology 105**.

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Fall 2005. Jill Pearlman.

Evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors — geography, natural resources, politics, industrialization, transportation, planning, and architectural design — are considered as determinants of city form. Topics include the shaping of capital cities, housing parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **History 227.**)

228b. Natural Resource Economics and Policy. Fall 2006 or Spring 2007. Guillermo Herrera.

A study of the economic issues surrounding the existence and use of renewable natural resources (e.g., forestry/land use, fisheries, water, ecosystems, and the effectiveness of antibiotics) and exhaustible resources (e.g., minerals, fossil fuels, and old growth forest). A basic framework is first developed for determining economically efficient use of resources over time, then extended to consider objectives other than efficiency, as well as the distinguishing biological, ecological, physical, political and social attributes of each resource. Uncertainty, common property, and various regulatory instruments are discussed, as well as alternatives to government intervention and/or privatization. (Same as **Economics 228.**)

Prerequisite: **Economics 101.**

230a. Geometrics. Spring 2006 Edward Laine.

An introduction to the solution of geological and environmental problems through making and analyzing maps. The basics of surveying, geographic information systems, and the Global Positioning System are covered. A problem-based service-learning course, involving work on projects in support of community partners. Extensive field work expected after spring break. (Same as **Geology 230.**)

Prerequisite: Previous course in geology or permission of the instructor.

231b,d. Native Peoples and Cultures of Arctic America. Fall 2005. Anne Henshaw.

For thousands of years, Eskimos (Inuit), Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen. Their clothing, shelter, food, and implements were derived from resources recovered from the sea, rivers, and the land. The characteristics of Arctic ecosystems are examined. The social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to harsh northern environments. (Same as **Anthropology 231.**)

Prerequisite: **Anthropology 101** or **102**.

232c. History of the American West. Fall 2006. Connie Chiang.

Survey of what came to be called the Western United States from the early sixteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the "frontier" myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **History 232**.)

233c. Architecture and Sustainability. Spring 2006. Steven Theodore and Wiebke Theodore.

Explores the critical components, principles, and tools of good sustainable design. Using design exercises, readings, class discussion, field visits, and case studies, students investigate why and how buildings can be designed in ways that are environmentally responsive and responsible. Issues include the relationship between sustainability and creative architectural form, as well as the importance of place and community in design. (Same as **Visual Arts 233.**)

235c. Green Injustice: Environment and Equity in North American History. Fall 2005. Matthew Klingle.

Seminar. Examines the historical foundations of environmental racism and environmental justice in North America. Students investigate how tensions between inclusion and exclusion through time have blurred the boundaries between nature and culture. Explores such topics as the expulsion of Native Americans from public lands; agriculture and antebellum slavery; immigration, disease, and the rise of public health and urban planning; the impact of weeds and invasive species upon community relations in the West; the role of science and technology in defining environmental and social problems; class conflict and conservation policy; and the transnational dimensions of pollution. (Same as **History 235**.)

240b. Environmental Law. Fall 2005. Conrad Schneider.

Examines critically some of the most important American environmental laws and applies them to environmental problems that affect the United States and the world. Students learn what the law currently requires and how it is administered by federal and state agencies, and are encouraged to examine the effectiveness of current law and consider alternative approaches.

241b. Principles of Land-Use Planning. Fall 2005. Kristina Ford.

Land —how it is used, who controls it, the tension between private and public rights to it—is central to today's environmental debate. Land-use planning is inevitably part of that debate. It is a bridge between the physical environment (the land) and the social, economic, and political forces affecting that environment. The course exposes students to the physical principles of land-use planning and the legal and socioeconomic principles that underlie it. A problem-based service-learning course, involving work on projects in support of community partners.

243c. Modern Architecture 1750-2000. Fall 2005. Jill Pearlman.

Examines major buildings, architects, architectural theories, and debates during the modern period, with a strong emphasis on Europe through 1900, and both the United States and Europe in the twentieth century. Central issues of concern include architecture as an important carrier of historical, social, and political meaning; changing ideas of history and progress in built form; and the varied architectural responses to industrialization. Attempts to develop students' visual acuity and ability to interpret architectural form while exploring these and other issues. Not open to students who have previously enrolled in **Environmental Studies 245.** (Same as **Art History 243.**)

244c. City, Anti-City, and Utopia: Building Urban America. Fall 2006. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **History 244.**)

[245c. Modern Architecture and its Critics.]

247c. Maine: A Community and Environmental History. Spring 2007. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **History 247.**)

Prerequisite: Previous course in history or permission of the instructor.

250c. California Dreamin': A History of the Golden State. Spring 2006. Connie Chiang.

Seminar. Sunshine, beaches, shopping malls, and movie stars are the popular stereotypes of California, but social conflicts and environmental degradation have long tarnished the state's golden image. Unravels the myth of the California dream by examining the state's social and environmental history from the end of Mexican rule and the discovery of gold in 1848 to the 2003 election of Arnold Schwarzenegger. Major topics include immigration and racial violence, radical and conservative politics, extractive and high tech industries, environmental disasters, urban, suburban, and rural divides, and California in American popular culture. (Same as **History 250.**)

255a. Physical Oceanography. Fall 2005. Mark Battle.

An introduction to physical oceanography, including tides, ocean currents, seawater properties, and wave motion. Some attention is given to the problems of instrumentation and the techniques of measurement. (Same as **Physics 255.**)

Prerequisite: **Physics 104** or permission of the instructor.

256c,d. Environment and Society in Latin America. Spring 2007. Allen Wells and Nathaniel Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development: colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **History 256** and **Latin American Studies 256.**)

[257b. Environmental Archaeology.]

258c. Environmental Ethics. Spring 2007. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we resolve conflicts among our obligations? After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of non-sentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Philosophy 258.**)

259a. Atmospheric Physics. Fall 2006. Mark Battle.

The physics of atmospheres is explored, including treatment of general and local circulation, thermodynamics, cloud formation, radiative transfer, and energy budgets. Meteorology and climatology are also discussed. (Same as **Physics 256**.)

Prerequisite: **Physics 104** or permission of the instructor.

[260a. Oceanography and Ocean History.]

261c. Romanticism, Lyricism, and Nature. Fall 2005. David Collings.

Examines English romantic poetry about nature, with particular emphasis on the way such poetry finds a lyric impulse already present in nature. Considers such subjects as the interplay of nature and transcendence, the supernatural dimension of nature, the boundary between the human and the natural, the contrast of urban and rural life, and the value of traditional landed society. Authors may include Clare, Coleridge, Keats, Shelley, and Wordsworth. (Same as **English 246.**)

Prerequisite: One first-year seminar or 100-level course in English or Environmental Studies.

[263b. International Environmental Policy.]

264b. Energy, Climate, and Air Quality. Spring 2007. DeWitt John.

Examines how the United States, as well as states, communities, businesses, and nonprofits, address climate change. Explores the recent politics of energy, climate, and air quality, as well as how policies and politics might change in the future. Compares American policies and politics with efforts in other countries and examines the links between American policies and efforts in other nations. Also examines how international treaties have influenced national and sub-national policies. (Same as **Government 264**.)

Prerequisite: One environmental studies course or one government course with a grade of C- or better, or permission of the instructor.

267a. Coastal Oceanography. Spring 2007. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Geology 267**.)

Prerequisite: Previous course in geology or permission of the instructor.

275a. Hydrogeology. Spring 2007. Peter Lea.

The interaction of water and geological materials within the hydrologic cycle, with emphasis on groundwater resources and quality. Qualitative and quantitative examination of the movement of groundwater in aquifers. (Same as **Geology 275.**)

Prerequisite: Previous course in geology or permission of the instructor.

280a. Plant Responses to the Environment. Fall 2006. Barry A. Logan.

Plants can be found growing under remarkably stressful conditions. Even your own backyard poses challenges to plant growth and reproduction. Survival is possible only because of a diverse suite of elegant physiological and morphological adaptations. The physiological ecology of plants from extreme habitats (e.g., tundra, desert, hypersaline) is discussed, along with the response of plants to environmental factors such as light and temperature. Readings from the primary literature and a text facilitate class discussion. Excursions into the field and laboratory exercises complement class material. (Same as **Biology 280.**)

Prerequisite: **Biology 210.**

305c. Investigations in Maine Landscape. Fall 2005. Carol Wilson.

Investigates the fundamental characteristics of place. Students put together a pictorial analysis of the landscape, using mapping, drawing, photographs, and collage in an attempt to describe the interrelationships between the site ecologies and to question the tradition in our culture, often expressed through gendered ideologies, of a world divided between the sciences and technology on one side and the artistic, spiritual, and emotional on the other. Includes readings. site exploration. student visual presentations of research, and discussions with guest scholars. Culminates in a built response demonstrating not only understanding of the nature of the site. but also the "culture," including the gendered culture, of the constructors, with all of its implied meanings and expression. (Same as **Gender and Women Studies 305.**)

318b. Environmental and Resource Economics. Fall 2005. Guillermo Herrera.

Seminar. Analysis of externalities and market failure; models of optimum control of pollution and efficient management of renewable and nonrenewable natural resources such as fisheries, forests, and minerals: governmental vs. other forms of control of common-pool resources; and benefit-cost analysis of policies, including market-based and non-market valuation. Not open to students who have taken **Economics 218** or **228** except by permission of the instructor. (Same as **Economics 318.**)

Prerequisite: **Economics 255** and **257.**

[321b. Ecological Economics and Sustainable Development.]

[340c. Home: History, Culture, and Design of Housing in North America.]

[363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice.]

[365c. Picturing Nature.]

380a. Environmental Fate of Organic Chemicals. Fall 2005. Dharni Vasudevan.

Over 100,000 synthetic chemicals are currently in daily use. In order to determine the risk posed to humans and ecosystems, we need to understand and anticipate the extent and routes of chemical exposure. Addresses the fate of organic chemicals following their intentional or unintentional release into the environment — why these chemicals either persist or break down and how are they distributed between surface water, ground water, soil, sediments, biota. and air. Analysis of chemical structure is used to gain insight into molecular interactions that determine the various chemical transfer and transformation processes, while emphasizing the quantitative description of these processes. (Same as **Chemistry 380.**)

Prerequisite: **Chemistry 225.**

[391. Troubled Waters: Fishing in the Gulf of Maine.]

392c. Advanced Topics in Environmental Philosophy. Fall 2006. Lawrence H. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the ethics of climate change policy, our obligations to future generations, and the relationship between justice and sustainability. (Same as **Philosophy 392.**)

394a. The Ecology and Environmental History of Merrymeeting Bay. Fall 2005. John Lichter.

Merrymeeting Bay, a globally rare, inland freshwater river delta and estuary that supports productive and diverse biological communities, is home to numerous rare and endangered species and is critical habitat for migratory and resident waterfowl, as well as anadromous fish. Explores the ecology and environmental history of Merrymeeting Bay in order to understand how its rare natural habitats might best be managed. Students participate in a thorough review of the scientific and historical literature related to Merrymeeting Bay, and help plan, conduct, and analyze a group study investigating some aspect of the ecology and/or environmental history of the bay, with the intent of submitting a manuscript for publication in an appropriate scientific journal. (Same as **Biology 394.**)

Prerequisite: One of the following: **Biology 158, 215, Environmental Studies 201,** or **215.**

[399c. BIG PLANS: Culture, Politics, and the Design of the Modern City.]

291–294. Intermediate Independent Study. The Program.

401–404. Advanced Independent Study and Honors. The Program.

The following courses count toward the requirements of the Interdisciplinary Science Concentration, in addition to ES courses designated with an "a":

Chemistry 210 Chemical Analysis. Fall 2005. Danton D. Nygaard.
Chemistry 240 Inorganic Chemistry. Spring 2006. Jeffrey K. Nagle.

The Art Department invites Art/Environmental Studies independent studies. Contact Professor Thomas Cornell.

Students may also choose from the following list of courses to satisfy requirements for the major in environmental studies. These courses will receive environmental studies credit with the approval of the director after consultation with the student and the instructor. It is expected that a substantial portion of the student's research efforts will focus on the environment. In addition to the courses listed below, students may discuss other possibilities with the Environmental Studies Program. For full course descriptions and prerequisites, see the appropriate department listings.

Social Sciences

Anthropology 102b,d. Introduction to World Prehistory. Fall 2005 Scott MacEachern. Spring 2006. Leslie Shaw.

[Anthropology 221b. The Rise of Civilization.]

[Anthropology 239b,d. Indigenous Peoples of North America.]

[Anthropology 256b,d. African Archaeology: The Roots of Humanity.]

Humanities

Visual Arts 190c. Architectural Design I. Fall 2005. Wiebke Theodore. Spring 2006. The Department of Art.

Film Studies

Associate Professor: Tricia Welsch, *Chair*
Department Coordinator: Daniel Hope

Film has emerged as one of the most important art forms of the twentieth century. Film Studies at Bowdoin introduces students to the grammar, history, and literature of film in order to cultivate an understanding of both the vision and craft of film artists and the views of society and culture expressed in cinema. Bowdoin College does not offer a major in film studies.

Requirements for the Minor in Film Studies

The minor consists of five courses, four of which must be courses offered by the Film Studies department. One course must come from another department's offerings, and at least one course must be at the 300 level or be an independent study. No more than two courses below the 200 level (including **Film Studies 101**) will count toward the minor. Courses in which D grades are received will not count toward the minor.

Required Courses:

Film Studies 101
Film Studies 201 or Film Studies 202
(both 201 and 202 may be counted toward the minor)

Pre-approved Courses outside the Film Studies Department:

Students may choose from the following list of courses to satisfy the requirement for a course outside the Film Studies department. A student may also petition the department to gain approval for a course not on this list. Such courses must concentrate on film for the major part of their curriculum. Students wishing to have a particular course considered toward the minor should submit supporting materials from the course (such as syllabus, reading list, and assignments) to the chair of the Film Studies department.

[Asian Studies 254 Transnational Chinese Cinema]
German 51 Literary Imagination and the Holocaust
German 54 Laugh and Cry! Post World War II German Film
German 398 Contested Discourse: German Popular Film and Culture since Unification
Russian 221 Soviet Worker Bees, Revolution, and Red Love in Russian Film
Gender and Women's Studies 261 Gender, Film, and Consumer Culture
German 321c. Before and After the Wall: East German Traditions in Literature, Culture, and Film

First-Year Seminar

For a full description of first-year seminars, see pages 133–42.

[10c. Cultural Difference and the Crime Film.]

Introductory, Intermediate, and Advanced Courses

101c. Film Narrative. Every year. Fall 2006. Tricia Welsch.

An introduction to a variety of methods used to study motion pictures, with consideration given to films from different countries and time periods. Examines techniques and strategies used to construct films, including mise-en-scène, editing, sound, and the orchestration of film techniques in larger formal systems. Surveys some of the contextual factors shaping individual films and our experiences of them (including mode of production, genre, authorship, and ideology). No previous experience with film studies is required. Attendance at weekly evening screenings is required.

201c. History of Film, 1895–1940. Every other fall. Fall 2005. Tricia Welsch.

Examines the development of film from its origins to the American studio era. Includes early work by the Lumières, Méliès, and Porter, and continues with Griffith, Murnau, Eisenstein, Chaplin, Keaton, Stroheim, Pudovkin, Lang, Renoir, and von Sternberg. Special attention is paid to the practical and theoretical concerns over the coming of sound. Attendance at weekly evening screenings is required.

202c. History of Film, 1940 to the Present. Every other spring. Spring 2006. Tricia Welsch.

A consideration of the diverse production contexts and political circumstances influencing cinema history in the sound era. National film movements to be studied include Neorealism, the French New Wave, and the New German Cinema, as well as the coming of age of Asian and Australian film. This course also explores the shift away from studio production in the United States, the major regulatory systems, and the changes in popular film genres. Attendance at weekly evening screenings is required.

222c. Images of America in Film. Spring 2007. Tricia Welsch.

Explores American culture and history by looking at studio- and independently-produced films. Topics include sex and race relations; ethnicity and the American Dream; work and money and their role in self-definition; war and nostalgia; and celebrity and the role of Hollywood in the national imagination. Attendance at weekly evening screenings is required.

Prerequisite: One of the following: **Film Studies 101, 201,** or **202.**

224c. The Films of Alfred Hitchcock. Spring 2006.Tricia Welsch.

Considers the films of Alfred Hitchcock from his career in British silent cinema to Hollywood productions of the 1970s. Examines his working methods and style of visual composition, as well as his consistent themes and characterizations. Attendance at weekly evening screenings is required.

Prerequisite: One of the following: **Film Studies 101, 201,** or **202.**

[310c. Gay and Lesbian Cinema].

321c. German Expressionism and Its Legacy. Fall 2005. Tricia Welsch.

Considers the flowering of German cinema during the Weimar Republic and its enormous impact on American film. Examines work produced in Germany from 1919 to 1933, the films made by German expatriates in Hollywood after Hitler's rise to power, and the wide influence of the expressionist tradition in the following decades. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101, 201**, or **202**.

322c. Film and Biography. Spring 2007. Tricia Welsch.

Explores how filmmakers have constructed public history through films professing to tell life stories of important individuals. Examines the biopic as a significant and long-lived genre, looks at issues of generic change and stability, and considers the narrative process in relation to historic events and individuals. Attendance at weekly evening screenings is required.

Prerequisite: **Film Studies 101, 201,** or **202.**

333c. The Films of John Ford. Fall 2006. Tricia Welsch.

Examines the films of John Ford, from the silent period to the 1960s. Considers his working methods and visual composition, as well as consistent themes and characterizations. Investigates Ford's reputation in light of shifting American cultural values. Attendance at weekly evening screenings is required.

Prerequisite**: Film Studies 101, 201,** or **202.**

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

First-Year Seminars

The purpose of the first-year seminar program is to introduce college-level disciplines and to contribute to students' understanding of the ways in which a specific discipline may relate to other areas in the humanities, social sciences, and sciences. A major emphasis of each seminar will be placed upon the improvement of students' skills—their ability to read texts effectively and to write prose that is carefully organized, concise, and firmly based upon evidence.

Each year a number of departments offer first-year seminars. Enrollment in each is limited to 16 students. Sufficient seminars are offered to ensure that every first-year student will have the opportunity to participate during at least one semester of the first year. Registration for the seminars will take place before registration for other courses, to facilitate scheduling. A complete listing of first-year seminars being offered in the 2005–2006 academic year follows.

Africana Studies 10b,d. Racism. Fall 2005. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Sociology 10.**)

Africana Studies 25c. The Civil War in Film. Spring 2007. Patrick Rael.

Explores the American Civil War through an examination of popular films dedicated to the topic. Students analyze films as a representation of the past, considering not simply their historical subject matter, but also the cultural and political contexts in which they are made. Films include *The Birth of a Nation, Gone with the Wind, Glory*, and *Cold Mountain*. Weekly film screenings are held in the evening. (Same as **History 25.**)

Anthropology 14b,d. Weather, Climate, and Culture. Spring 2006. Anne Henshaw.

Explores anthropological approaches to understanding meteorological phenomena in a variety of cultural contexts. Draws on ethnographic and archaeological case studies, with emphasis placed on the way humans have responded to weather and climatic variability, as well as the symbolic and cognitive dimensions associated with such phenomenon in everyday life. Examines the relationship between scientific inquiry into our growing concern over long term climate change and how change is experienced on scales relevant to human activity. Case studies are drawn from both pre-industrial and industrial societies in the New and Old World. (Same as **Environmental Studies 14**).

[Anthropology 20b. Fantastic Archaeology.]

[Anthropology 22b. Inventing the Seaside.]

Art History 12c. Making Faces: The Art of Portraiture. Spring 2006. Linda Docherty.

Examines characteristic features of this art form through the study of notable examples from different times and places. Works of painting, sculpture, and photography are discussed in historical and cultural context, as are variations on the individual portrait, such as self-portraiture, group portraiture, imaginary portraiture, and non-representational portraiture.

Art History 13c,d. Stories and Scrolls. Fall 2005. De-nin Deanna Lee.

Introduces and examines lessons, legends, myths, and ideal worlds pictured in handscroll paintings of China and Japan. Considers how later viewers reinterpreted these artworks using text sometimes inscribed on the actual scrolls. Students play the role of audience by composing colophons. Still, emphasis is placed on analyzing images and texts, researching, and writing clearly and intelligently about art. Materials for the course draw on Web resources and the library's Special Collections. (Same as **Asian Studies 13**.)

[Art History 15c. Art Works, Artists, and Audiences.]

Asian Studies 13c,d. Stories and Scrolls. Fall 2005. De-nin Deanna Lee.

Introduces and examines lessons, legends, myths, and ideal worlds pictured in handscroll paintings of China and Japan. Considers how later viewers reinterpreted these artworks using text sometimes inscribed on the actual scrolls. Students play the role of audience by composing colophons. Still, emphasis is placed on analyzing images and texts, researching, and writing clearly and intelligently about art. Materials for the course draw on Web resources and the library's Special Collections. (Same as **Art History 13**.)

Asian Studies 18c. Reincarnations of the Monkey. Fall 2005. Belinda Kong.

The legendary Monkey, or Sun Wu Kong of sixteenth-century Wu Cheng-en's *Journey to the West*, is a figure that embodies fierce independence of spirit as much as rebellious mischief and loyal service. Explores contemporary of Monkey in diasporic contexts (primarily in the United States, but also in Britain and Hong Kong) and in multiple genres (novel, essay, film, and music). How is Monkey transformed, to what purposes, and for what audiences? Authors and artists may include Wu Cheng-en (in translation), Timothy Mo, Maxine Hong Kingston, Frank Chin, Patricia Chao, and Fred Ho. (Same as **English 12**.)

[Asian Studies 19b,d. East Asian Politics: Introductory Seminar.]

Asian Studies 20b,d. Global Media and Politics. Spring 2006. Henry Laurence.

Examines the impact of media including the internet, newspapers, and television, on politics and society in cross-national perspective. Asks how differences in the ownership and regulation of media affect how news is selected and presented, and looks at various forms of government censorship and commercial self-censorship. Also considers the role of the media and "pop culture" in creating national identities, perpetuating ethnic stereotypes, and providing regime legitimation; and explores the impact of satellite TV and the internet on rural societies and authoritarian governments. (Same as **Government 102.**)

Asian Studies 28c,d. Seekers' Lives. Fall 2005 and Spring 2007. Kidder Smith.

Employs the disciplines of history, religion, and textual studies to examine the autobiographies of contemplatives, past and present. Emphasis on Hinduism and Buddhism in India, Tibet, and Japan, with contrasts drawn from European Catholicism. (Same as **History 28.)**

Education 20c. The Educational Crusade. Spring 2006. Charles Dorn.

Why do you go to school? What is the central purpose of public education in the United States? Should public schools prepare students for college? The workforce? Competent citizenship? Who makes these decisions and through what policy process are they implemented? Explores the ways that public school reformers have answered such questions, from the "Common School Crusaders" of the early nineteenth century to present advocates of "No Child Left Behind." Examining public education as both a product of social, political, and economic change and as a force in molding American society, the course highlights enduring tensions in the development and practice of public schooling in a democratic republic.

English 10c. Modern American Poetry. Fall 2005. Celeste Goodridge.

Analysis of the work of authors who may include Robert Frost, William Carlos Williams, Wallace Stevens, and Marianne Moore.

English 11c. *Film Noir*. Fall 2005. Ann Kibbie.

A survey of *film noir* from the hard-boiled detective films of the 1940s to more recent films that attempt to re-imagine the genre. Films may include *The Big Sleep*; *Murder, My Sweet*; *Gun Crazy; In a Lonely Place*; and *Chinatown*. Readings include film criticism and theory, as well as some of the novels that were adapted for the screen. Weekly screenings are required.

English 12c. Reincarnations of the Monkey. Fall 2005. Belinda Kong.

The legendary Monkey, or Sun Wu Kong of sixteenth-century Wu Cheng-en's *Journey to the West*, is a figure that embodies fierce independence of spirit as much as rebellious mischief and loyal service. Explores contemporary refigurings of Monkey in diasporic contexts (primarily in the United States, but also in Britain and Hong Kong) and in multiple genres (novel, essay, film, and music). How is Monkey transformed, to what purposes, and for what audiences? Authors and artists may include Wu Cheng-en (in translation), Timothy Mo, Maxine Hong Kingston, Frank Chin, Patricia Chao, and Fred Ho. (Same as **Asian Studies 18.**)

English 13c. Hawthorne. Fall 2005. William Watterson.

Readings include selected short stories, *Fanshawe, The Scarlet Letter, The Blithedale Romance, The House of the Seven Gables, The Marble Faun, Septimus Felton,* and James Mellow's *Nathaniel Hawthorne in His Times.*

English 14c. Animal Life. Fall 2005. Hilary Thompson.

Explores the ways in which the figure of the animal serves as both a point of analogy and opposition to the concept of the human, and thus has been crucial for our definitions of human life. Focusing on contemporary world literature, investigates the fantastic images and ethical quandaries that are unleashed when the dividing boundaries between human and animal life lapse. Authors to be studied may include J. M. Coetzee, Brigid Brophy, Philip K. Dick, Italo Calvino, Haruki Murakami, and Anita Desai.

English 15c. Eight American Poets. Fall 2005. Anthony Walton.

A seminar on a group of American poets representative of a certain strain in the tradition, loosely called "transcendental." Strong emphasis on prosody, close reading "excavation" of multiple meanings and sources in poems, and the poet's negotiation of the implicit tension between technique and subject matter. Poets include Emerson, Dickinson, Frost, Stevens, Berryman, Plath, Ammons, and Charles Wright.

English 16c. Pastoral and Utopia. Fall 2005. Julia Major.

How can watching sheep and engaging in singing contests be political? What is aesthetically satisfying about imagining impossible places? Explores genres of early modern pastoral and utopia and proposes that they function as means of reinventing the imaginary relation between the natural and the human in order to achieve both aesthetic contemplation and political intervention. Also investigates the intersection between pastoral and utopia in representations of the New World, including contemporary extensions into ecocriticism, science fiction, and cyberspace. Readings may include selections from Virgil, *Eclogues* and *Georgics;* More, *Utopia;* the diaries of Christopher Columbus; Spenser, *The Shepheardes Calender;* Shakespeare, *As You Like It;* John Winthrop, *A Modell of Christian Charity;* and Thoreau, *The Maine Woods.*

English 20c. Femmes Fatales, Lady Killers, and Other Dangerous Women. Spring 2006. Aviva Briefel.

Explores a popular cinematic image: the dangerous—and sometimes deadly—woman. By analyzing a range of films from classical Hollywood cinema to the present day, we explore the various forms that this female figure assumes: the femme fatale, the tragic mulatto, the jealous or vindictive woman, the murderous lesbian, the revenge seeker, etc. In addition to examining the various permutations of the dangerous female, we examine why she has attained such a prevalent place on the silver screen. What is so seductive about the deadly woman? Also introduces students to film criticism. Films may include *Basic Instinct, Carrie, Double Indemnity, Fatal Attraction, Gilda, Kill Bill. Mildred Pierce, Sunset Boulevard, Thelma and Louise*, and *Vertigo.* (Same as **Gender and Women's Studies 19.**)

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

English 21c. Lesbian Personae. Spring 2006. Peter Coviello.

A study of the varied representations of same-sex desire between women across a range of twentieth-century novels and films. Examines questions of the visibility, and invisibility, of lesbian life; of the contours of lesbian childhood and adolescence; of the forms of difference between and among lesbians; and of the tensions, as well as the affinities, that mark relations between queer women and queer men. Authors may include Nella Larsen, Willa Cather, Carson McCullers, Ann Bannon, and others.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

English 22c. Stoic Heroes and Disenchanted Knights. Spring 2006. Mary Agnes Edsall.

An inquiry into the construction of heroic and chivalric masculinities in literature from Virgil to Chaucer, with a strong focus on the historical and social contexts that help make these pre-modern texts intelligible. Attention given to sex/gender systems; to the ideological power of myth, legend, and romance; and to the afterlife of ideals of heroism and chivalry. Texts may include: Virgil's *Aeneid*, *Beowulf*, *The Song of Roland*, Chrétien de Troyes' *The Knight of the Lion*, Chaucer's *Knight's Tale*, and selections from the nineteenth-century "chivalric revival."

English 23c. Contemporary American Poetry. Spring 2006. Celeste Goodridge.

Analysis of the work of Philip Levine, Mark Doty, Amy Clampitt, and other poets, with an emphasis on performativity, masks, and poetic influence.

English 24c. Scotlands Galore. Spring 2006. Marilyn Reizbaum.

An examination of Scotland's myriad and often obscured contributions to the arts through an exploration of literature, film, and the visual arts, in and out of Scotland. Looks, for example, at the Scottish role in British arts and Scottish roles more generally in such works as Robert Louis Stevenson's *Kidnapped*, Minelli's *Brigadoon*, Powell's *The Edge of the World*, Irvine Welsh's *Trainspotting*, Ramsay's *Ratcatcher*, Ken Loach's *Carla's Song* and *Ae Fond Kiss*,Walter Scott's *Ivanoe*, Liz Lochhead's *Mary Queen of Scots Got Her Head Chopped Off*, Scottish television, and Scots on American television.

Environmental Studies 14b,d. Weather, Climate, and Culture. Spring 2006. Anne Henshaw.

Explores anthropological approaches to understanding meteorological phenomena in a variety of cultural contexts. Drawing on ethnographic and archaeological case studies, emphasis is placed on the way humans have responded to weather and climatic variability, as well as the symbolic and cognitive dimensions associated with such phenomenon in everyday life. Examines the relationship between scientific inquiry into our growing concern over long-term climate change and how change is experienced on scales relevant to human activity. Case studies are drawn from both pre-industrial and industrial societies in the New and Old World. (Same as **Anthropology 14.**)

Environmental Studies 15c. Frontier Crossings: The Western Experience in American History. Spring 2006. Matthew Klingle.

What accounts for the persistence of the "frontier myth" in American history, and why do Americans continue to find the idea so attractive? Explores the creation of and disputes over what became of the western United States from 1763 to the present. Topics include Euro-American relations with Native Americans, the creation of borders and national identities; the effect of nature and ideology; the role of labor and gender in the backcountry; and the enduring influence of frontier imagery in popular culture. (Same as **History 15.**)

Gender and Women's Studies 19c. Femmes Fatales, Lady Killers, and Other Dangerous Women. Spring 2006. Aviva Briefel.

Explores a popular cinematic image: the dangerous—and sometimes deadly—woman. By analyzing a range of films from classical Hollywood cinema to the present day, we explore the various forms that this female figure assumes: the femme fatale, the tragic mulatto, the jealous or vindictive woman, the murderous lesbian, the revenge seeker, etc. In addition to examining the various permutations of the dangerous female, we examine why she has attained such a prevalent place on the silver screen. What is so seductive about the deadly woman? Also introduces students to film criticism. Films may include *Basic Instinct*, *Carrie*, *Double Indemnity*, *Fatal Attraction*, *Gilda*, *Kill Bill*, *Mildred Pierce*, *Sunset Boulevard*, *Thelma and Louise*, and *Vertigo*. (Same as **English 20.**)

Gender and Women's Studies 20c. In Sickness and in Health: Public Health in Europe and the United States. Spring 2006. Susan L. Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **History 20.**)

Gender and Women's Studies 27c. From Home Front to Frontline: Gender and War in the Twentieth Century. Fall 2005. Jill Massino.

Although women have always been affected by war, the advent of total war in the twentieth century increased women's involvement in war considerably, with wide-ranging repercussions on politics, the economy, social relations, and family life that were sometimes challenging and at other times worked to reinforce more traditional roles and identities. Focusing on World Wars I and II, the Vietnam War, the war in Bosnia, and ongoing wars in Afghanistan and Iraq; and utilizing literature, memoirs, film and historical scholarship, explores war through the lens of gender, examining both women's and men's experiences. Asks as a central question how war shapes notions of masculinity and femininity, explores what happens to gender roles after a war, and considers whether women's increased participation in the military encourages greater equality between the sexes. (Same as **History 27.**)

Government 101b. Citizenship and Representation in American Politics. Fall 2005. Michael M. Franz.

Examines the issues of citizenship and representation in American politics by investigating a number of diverse and contemporary political debates. By discussing such controversies as (comparatively low) rates of voter turnout, implementation of campaign finance reform, responses to terrorism, and debates over economic policies (such as taxes), first considers how citizens can or should participate in American politics. For example, is a non-voter (or an ill-informed voter) irresponsible? Is money in elections equivalent to speech? Is racial profiling to prevent terrorism legitimate? Are tax cuts or personal social security accounts empowering? Also evaluates how the American political system reacts to citizen input. Who do politicians represent when elected with low turnout? Does money in elections lead to access or corruption? What do we sacrifice or gain when we trade civil liberties for security? Is the government responsible for poverty? Uses these and other political debates to identify links between citizen inputs and governmental outputs, and to help students evaluate the implications of different linkages.

Government 102b,d. Global Media and Politics. Spring 2006. Henry C. W. Laurence.

Examines the impact of media including the internet, newspapers, and television, on politics and society in cross-national perspective. Asks how differences in the ownership and regulation of media affect how news is selected and presented, and looks at various forms of government censorship and commercial self-censorship. Also considers the role of the media and "pop culture" in creating national identities, perpetuating ethnic stereotypes, and providing regime legitimation; and explores the impact of satellite TV and the internet on rural societies and authoritarian governments. (Same as **Asian Studies 20**.)

[Government 103b. The Pursuit of Peace.]

Government 104b. Political Theory and Utopia. Fall 2005. Dennis C. Rasmussen.

Through an examination of some classic utopian and dystopian texts, explores some of the fundamental political and human questions: What is justice? What is freedom? What is happiness? What constitutes a good society? What constitutes a good life? Readings may include the Bible, Plato, Rousseau, More, Shakespeare, Swift, Orwell, and Huxley.

[Government 105b. American Politics: Representation, Participation, and Power.]

[Government 106b. Fundamental Questions: Exercises in Political Theory.]

Government 108b. Human Being and Citizen. Fall 2005. Paul N. Franco.

An introduction to the fundamental issues of political philosophy: human nature, the relationship between individual and political community, the nature of justice, the place of virtue, the idea of freedom, and the role of history. Readings span both ancient and modern philosophical literature. Authors include Plato, Aristotle, Hobbes, Rousseau, Hegel, Mill, and Nietzsche.

Government 111b. The Korean War. Fall 2005. Christian P. Potholm.

The Korean War is often called "the forgotten war" because it is overshadowed by World War II and the Vietnam War, yet many important aspects and results of it are mirrored in the contemporary world. Korea is still divided and its situation as a buffer state in between China, Russia, and Japan continues to have important policy ramifications for the United States. The course focuses not just on the course of the war, but on the foreign policy assumptions of the two Korean governments, the United States, the People's Republic of China, and Russia.

[Government 112b. Becoming Modern.]

[Government 113b. Race and Representation.]

Government 114b. Democracy and Democratization. Fall 2005. Laura A. Henry.

Examines the wave of democratization that swept through Southern Europe, Latin America, East Asia, and Eastern Europe in the late twentieth century and looks at recent efforts to promote democracy in Afghanistan and Iraq. Questions include: What is the meaning of democracy? What factors facilitate or constrain a transition from authoritarianism to democracy? What is the relationship between democratization and economic reform? Are there limits to democratization and are we seeing the return of authoritarianism in many states? Is the lens of "democratization" the most effective way to study political transformation?

[Government 115b. Mass Media in American Politics.]

[Government 117b. Questioning the Modern.]

[Government 119b,d. East Asian Politics: Introductory Seminar.]

History 10c. Monsters, Marvels, and Messiahs: Europe during the Age of Discovery. Spring 2007. Dallas Denery.

Examines how Europeans have sought to understand themselves and the world around them through travel and travel literature. Particular attention is paid to the fascinating ways in which Europeans have used travel narratives to define and distinguish themselves from their "others."

History 11c. Memoirs and Memory in American History. Spring 2007. Connie Chiang.

Examines the ways in which Americans have remembered the past and documented their experiences in individual memoirs. Considers the tensions between memory and history, the value of memoirs as historical documents, and the extent to which memories deepen, complicate, and even convolute our understanding of the American past. Introduces many central themes in twentieth-century American history such as immigration, gender, race relations, and war. Writing-intensive, including several short papers and a family history research paper.

History 12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2006. Sarah McMahon.

An examination of the evolution of utopian visions and utopian experiments that begins in 1630 with John Winthrop's "City upon a Hill," explores the proliferation of both religious and secular communal ventures between 1780 and 1920, and concludes with an examination of twentieth-century counterculture communes, intentional communities, and dystopian separatists. Readings include primary source accounts by members (letters, diaries, essays, etc.), "community" histories and apostate exposés, utopian fiction, and scholarly historical analyses. Discussions and essays focus on teaching students how to subject primary and secondary source materials to critical analysis.

History 14c. The Thirties. Fall 2005. Daniel Levine.

Examines the Depression, the New Deal, American Communism, the formative years of the "New York Intellectuals," and the transformations in the American labor movement. In addition to a number of short writing assignments, a research paper is required.

History 15c. Frontier Crossings: The Western Experience in American History. Spring 2006. Matthew Klingle.

What accounts for the persistence of the "frontier myth" in American history, and why do Americans continue to find the idea so attractive? Explores the creation of and disputes over what became of the western United States from 1763 to the present. Topics include Euro-American relations with Native Americans, the creation of borders and national identities; the effect of nature and ideology; the role of labor and gender in the backcountry; and the enduring influence of frontier imagery in popular culture. (Same as **Environmental Studies 15.**)

History 16c,d. Global Histories. Spring 2006. David Gordon.

Examines the challenge that globalization poses for the study of history. How do we write history in a trans-national world? Is there a single history relevant and applicable to all? Or does each group have its own history? Do we accept all histories as equally important and significant? How do historians write inclusive histories given past and continued global inequalities? Is the history of Africa as important as that of the Americas? What right do historians have to record and represent the histories of others? Readings focus on related questions in the work of select historians and social theorists.

History 20c. In Sickness and in Health: Public Health in Europe and the United States. Spring 2006. Susan L. Tananbaum.

Introduces a variety of historical perspectives on illness and health. Considers the development of scientific knowledge, and the social, political, and economic forces that have influenced public health policy. Topics include epidemics, maternal and child welfare, AIDS, and national health care. (Same as **Gender and Women's Studies 20.**)

History 21c. Players and Spectators: History, Culture, and Sports. Fall 2006. Susan L. Tananbaum.

Focuses on topics in the history of sports in Europe and America, exploring the changing cultural role of sports and the implications of race, gender, and class for players and spectators.

History 23c. Death in the Ancient World. Fall 2005. Nicola Denzey.

An interdisciplinary look at death in the ancient world. Examines mortuary culture and ritual, the literature of consolation letters and eulogies, and the evidence for changing attitudes toward death across cultures from ancient Egypt to the "cult of the saints" in the early Christian Rome. (Same as **Religion 23**.)

History 25c. The Civil War in Film. Spring 2007. Patrick Rael.

Explores the American Civil War through an examination of popular films dedicated to the topic. Students analyze films as a representation of the past, considering not simply their historical subject matter, but also the cultural and political contexts in which they are made. Films include *The Birth of a Nation, Gone with the Wind, Glory*, and *Cold Mountain*. Weekly film screenings are held in the evening. (Same as **Africana Studies 25**.)

History 27c. From Home Front to Frontline: Gender and War in the Twentieth Century. Fall 2005. Jill Massino.

Although women have always been affected by war, the advent of total war in the twentieth century increased women's involvement in war considerably, with wide-ranging repercussions on politics, the economy, social relations, and family life that were sometimes challenging and at other times worked to reinforce more traditional roles and identities. Focusing on World Wars I and II, the Vietnam War, the war in Bosnia, and ongoing wars in Afghanistan and Iraq; and utilizing literature, memoirs, film and historical scholarship, explores war through the lens of gender, examining both women's and men's experiences. Asks as a central question how war shapes notions of masculinity and femininity, explores what happens to gender roles after a war, and considers whether women's increased participation in the military encourages greater equality between the sexes.

(Same as **Gender and Women's Studies 27**.)

History 28c,d. Seekers' Lives. Fall 2005 and Spring 2007. Kidder Smith.

Employs the disciplines of history, religion, and textual studies to examine the autobiographies of contemplatives, past and present. Emphasis on Hinduism and Buddhism in India, Tibet, and Japan, with contrasts drawn from European Catholicism. (Same as **Asian Studies 28**.)

Philosophy 14c. Philosophy and Poetry. Spring 2006. Denis Corish.

What is the nature of poetry? This is a philosophical question, considered by using traditional and contemporary poems as examples. Also considers the relation of philosophy to poetry in the particularly interesting case of the condemnation of poetry by the Greek philosopher Plato.

Philosophy 24c. How to Be Good. Fall 2005. Matthew Stuart.

An introduction to ethical theory, and an exploration of some very challenging arguments about what it takes to be a morally good person. Focus is on whether being a morally good person requires that one devote a large portion of one's resources to relieving the suffering of distant strangers. Readings include Simon Blackburn's *Being Good*, the Nick Hornby novel *How to Be Good*, and Peter Unger's *Living High and Letting Die*.

[Physics 15a. Science Fiction, Science Fact.]

Religion 14c. Heresy and Orthodoxy. Fall 2005. Jorunn Buckley.

This writing-intensive course focuses on readings in heretical texts, orthodox creeds, and scholarly treatments of the religious-ideological construction of heresy and orthodoxy.

Fundamentally, heresy is dangerous precisely because of its proximity to orthodoxy. Examples focus on Jewish, Christian, and Islamic traditions; attention is given to categories such as dogma vs. freedom, pure vs. impure, society vs. individual. Facets of present-day debates on fundamentalism are included.

Religion 23c. Death in the Ancient World. Fall 2005. Nicola Denzey.

An interdisciplinary look at death in the ancient world. Examines mortuary culture and ritual, the literature of consolation letters and eulogies, and the evidence for changing attitudes toward death across cultures from ancient Egypt to the "cult of the saints" in the early Christian Rome. (Same as **History 23**.)

Russian 21c. The Culture of Nationalism. Fall 2006. Raymond Miller.

Focuses on the cultural origin of nationalism in Eastern Europe. Readings include the poetry of the Slavic "National Renaissance" (ca. 1810–1848), various earlier and later writings, and some theoretical works. Working theories of nationalism are discussed and the roots of recent conflicts in Russia and the former Yugoslavia are explored, but the primary focus is on the literature.

Sociology 10b,d. Racism. Fall 2005. Roy Partridge.

Examines issues of racism in the United States, with attention to the social psychology of racism, its history, its relationship to social structure, and its ethical and moral implications. (Same as **Africana Studies 10.**)

[Sociology 13b. Epidemics and Society.]

Gay and Lesbian Studies

Administered by the Gay and Lesbian Studies Committee;
Associate Professor Peter Coviello, *Chair*
(See committee list, page 327.)

Gay and Lesbian Studies is an interdisciplinary program coordinating courses that incorporate research on sexuality, particularly on gay, lesbian, bisexual, and transgender people. Drawing on a variety of approaches in several disciplines, such as queer theory and the history of sexuality, the program examines constructions of sexuality in institutions of knowledge, in aesthetic representation, and in modes of social practice, examining the question of sexual identity and performance across cultures and historical periods.

Requirements for the Minor in Gay and Lesbian Studies

The minor consists of five courses: **Gay and Lesbian Studies 201** and four other courses from the offerings listed below, some of which will change with every academic year. Among the latter four courses, at least one must come from the social sciences and at least one from the arts and humanities division, and no more than two courses may come from any single department. Only one independent study may be counted toward the minor. Courses in which D grades are received will not count toward the minor.

201. Gay and Lesbian Studies. Every other year. Fall 2005. David Collings.

An introduction to the materials, major themes, and defining methodologies of gay and lesbian studies. Considers in detail both the most visible contemporary dilemmas involving homosexuality (queer presence in pop culture, civil rights legislation, gay-bashing, AIDS, identity politics) as well as the great variety of interpretive approaches these dilemmas have, in recent years, summoned into being. Such approaches borrow from the scholarly practices of literary and artistic exegesis, history, political science, feminist theory, and psychoanalysis—to name only a few. An abiding concern over the semester is to discover how a discipline so variously influenced conceives of and maintains its own intellectual borders. Course materials include scholarly essays, journalism, films, novels, and a number of lectures by visiting faculty.

291–294. Intermediate Independent Study. Every year. The Program.

Anthropology

Anthropology 237b,d. Family, Gender, and Sexuality in Latin America. Spring 2006. Krista Van Vleet.

(Same as **Gender and Women's Studies 237.**)

Anthropology 248b,d. Activist Voices in India. Spring 2007. Sara Dickey.

(Same as **Asian Studies 248** and **Gender and Women's Studies 246.**)

Asian Studies

Asian Studies 248b. Activist Voices in India. Spring 2007. Sara Dickey.

(Same as **Anthropology 248** and **Gender and Women's Studies 246.**)

Asian Studies 237c,d. Sexuality, Gender, and the Body in South Asia. Fall 2005. Rachel Sturman.

(Same as **Gender and Women's Studies 259** and **History 259.)**

Classics

Classics 229c. Gender and Sexuality in Classical Antiquity. Fall 2005. Jennifer Kosak.

(Same as **Gender and Women's Studies 229**.)

English

English 20c. Femmes Fatales, Lady Killers, and Other Dangerous Women. Spring 2006. Aviva Briefel.

(Same as **Gender and Women's Studies 19.)**

English 21c. Lesbian Personae. Spring 2006. Peter Coviello.

English 241c. English Romanticism II: Romantic Sexualities. Spring 2007. David Collings.

(Same as **Gender and Women's Studies 241.)**

English 243c. Victorian Genders. Every other year. Spring 2006. Aviva Briefel.

(Same as **Gender and Women's Studies 239**.)

English 244c. Victorian Crime. Every other year. Spring 2007. Aviva Briefel.

(Same as **Gender and Women's Studies 244.**)

English 252c. Victorian Narratives of Empire. Fall 2006 Aviva Briefel.

(Same as **Gender and Women's Studies 252.**)

[English 263c. Modern British Literatures.]

English 271c. The American Renaissance. Every other year. Spring 2007. Peter Coviello.

English 282c. Introduction to Literary and Cultural Theory. Spring 2006. Celeste Goodridge.

English 310c. The Victorian *Fin de Siècle*. Fall 2005. Aviva Briefel.

(Same as **Gender and Women's Studies 311.)**

English 312c. Untimely Passions: Sexuality in Nineteenth-Century America. Fall 2005. Peter Coviello.

Gender and Women's Studies

Gender and Women's Studies 203c. Women in Performance. Fall 2005. Gretchen Berg.

(Same as **Theater 203**.)

[Gender and Women's Studies 219b. Sociology of Gender.]

Gender and Women's Studies 237b,d. Family, Gender, and Sexuality in Latin America. Spring 2006. Krista Van Vleet.

(Same as **Anthropology 237.)**

Gender and Women's Studies 241c. English Romanticism II: Romantic Sexualities. Spring 2007. David Collings.

(Same as **English 241.)**

Gender and Women's Studies 244c. Victorian Crime. Every other year. Spring 2007. Aviva Briefel.

(Same as **English 239.**)

Gender and Women's Studies 246b,d. Activist Voices in India. Spring 2007. Sara Dickey.

(Same as **Anthropology 248** and **Asian Studies 248.**)

Gender and Women's Studies 252c. Victorian Narratives of Empire.
Every other year. Fall 2006. Aviva Briefel.

(Same as **English 252.**)

Gender and Women's Studies 253b. Constructions of the Body. Fall 2005. Susan Bell.

(Same as **Sociology 253.**)

Gender and Women's Studies 259c,d. Sexuality, Gender, and the Body in South Asia. Fall 2005. Rachel Sturman.

(Same as **Asian Studies 237** and **History 259.**)

[Gender and Women's Studies 263c. Modern British Literatures.]

Gender and Women's Studies 279c. Historical Construction of Sexuality: Themes in European Lesbian and Gay History. Fall 2005. Howard Solomon.

(Same as **History 279.**)

History

History 226c. The City in American History. Fall 2005. Matthew Klingle.

History 259c, d. Sexuality, Gender, and the Body in South Asia. Fall 2005. Rachel Sturman.

(Same as **Asian Studies 237** and **Gender and Women's Studies 259.**)

History 279c. Historical Construction of Sexuality: Themes in European Lesbian and Gay History. Fall 2005. Howard Solomon.

(Same as **Gender and Women's Studies 279.**)

Sociology

[Sociology 219b. Sociology of Gender.]

[Sociology 252b. Sociology of Chronic Illness and Disability.]

Sociology 253b. Constructions of the Body. Fall 2005. Susan Bell.

(Same as **Gender and Women's Studies 253.**)

Theater

Theater 203c. Women in Performance. Fall 2005. Gretchen Berg.

(Same as **Gender and Women's Studies 203.**)

Gender and Women's Studies

Administered by the Gender and Women's Studies Program Committee;
Jennifer Scanlon, *Program Director and Chair*
Anne E. Clifford, *Program Administrator*
(See committee list, page 327.)

Associate Professor: Jennifer Scanlon
Assistant Professor: Kristen R. Ghodsee†
Visiting Instructor: Jill Massino
Adjunct Lecturer: Carol A. Wilson

The Gender and Women's Studies curriculum is an interdisciplinary program that incorporates recent research done on women and gender. Gender and Women's Studies combines the scholarly traditions of each field in new and productive ways to develop a culture of critical thinking about sexuality, gender, race, and class. Courses in Gender and Women's Studies investigate the experience of women in light of the social construction of gender and its meaning across cultures and historic periods. Gender construction is explored as an institutionalized means of structuring inequality and dominance. The program offers a wide range of courses taught by faculty members from many departments and programs.

Requirements for the Major in Gender and Women's Studies

The major consists of ten courses, including three required core courses — **Gender and Women's Studies 101, 201,** and **301** — that are designed to illuminate the diverse realities of women's experience while making available some of the main currents of feminist thought.

The seven remaining courses for the major may be chosen from the set of Gender and Women's Studies courses, or from a set of courses in other disciplines that have been approved by the Gender and Women's Studies Program Committee to count towards the major. Of the seven courses, at least two must be listed as "same as" Gender and Women's Studies courses. Gender and Women's Studies courses are numbered to indicate the level of course instruction. The general level of instruction is indicated by the first number, so that courses below 30 are first-year seminars, 100–199 are general introductory courses, 200–290 are general intermediate-level courses, and 300 and above are advanced seminars intended for juniors and seniors.

In total, no more than three of the seven elective courses may be from the same department. In case of elective courses that are listed as related Gender and Women's Studies courses, the departmental affiliation of the course is considered the department of which the instructor is a member.

During the spring of their junior year, students who wish to undertake an honors project must secure the agreement of a faculty member to supervise their independent studies project. The honors project supervisor must have taught Gender and Women's Studies courses and served on the Gender and Women's Studies Program Committee. If the student's chosen supervisor has not fulfilled both of these requirements, the student may appeal for permission from that committee. Two semesters of advanced independent study (**Gender and Women's Studies 401** and **402**) are required for an honors project in Gender and Women's Studies. No more than two independent studies courses may count toward the Gender and Women's Studies major.

Requirements for the Minor in Gender and Women's Studies

The minor consists of **Gender and Women's Studies 101** and **201,** normally taken in the first or second year, and three additional courses. Students may count courses in their major, but may count only two courses from any given discipline.

First-Year Seminars

For a full description of first-year seminars, see pages 133–42.

19c. Femmes Fatales, Lady Killers, and Other Dangerous Women. Spring 2006. Aviva Briefel.

(Same as **English 20.**)

20c. In Sickness and in Health: Public Health in Europe and the United States. Spring 2006. Susan L. Tananbaum.

(Same as **History 20.**)

27c. From Home Front to Frontline: Gender and War in the Twentieth Century. Fall 2005. Jill Massino.

(Same as **History 27.**)

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Gender and Women's Studies. Fall 2005. Jill Massino. Spring 2006. Jennifer Scanlon. Fall 2006. Jill Massino. Spring 2007. Kristen R. Ghodsee.

An interdisciplinary introduction to the issues, perspectives, and findings of the new scholarship that examines the role of gender in the construction of knowledge. The course explores what happens when women become the subjects of study; what is learned about women; what is learned about gender; and how disciplinary knowledge itself is changed.

102c. Cultural Choreographies: An Introduction to Dance. Every year. Fall 2005. June Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. This course is primarily concerned with dance and movement as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Examines dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Dance 101.**)

201b. Feminist Theory. Fall 2005. Jennifer Scanlon. Fall 2006. Jill Massino.

The history of women's studies and its transformation into gender studies and feminist theory has always included a tension between creating "woman," and political and theoretical challenges to that unity. This course examines that tension in two dimensions: the development of critical perspectives on gender and power relations both within existing fields of knowledge, and within the continuous evolution of feminist discourse itself.

Prerequisite: **Gender and Women's Studies 101** or permission of the instructor.

203c. Women in Performance. Fall 2005. Gretchen Berg.

An exploration of women on stage — as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Theater 203**.)

Prerequisite: A 100-level course in theater, dance, or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

204b. Families: A Comparative Perspective. Fall 2006. Nancy Riley.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Sociology 204.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

206b. The Archaeology of Gender and Ethnicity. Fall 2005. Leslie Shaw.

Explores the lives of "people without history," using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and post-conquest archaeological site research, including Maya, Inca, Native American, and African American examples. The long temporal aspect of archaeological data allows exploration of such issues as how gender inequality developed in emerging civilizations, how European contact affected indigenous gender roles within the economy, and how enslaved peoples maintained and reinforced an ethnic identity. (Same as **Anthropology 206.**)

Prerequisite: **Anthropology 101** or **102,** or permission of the instructor.

207b. Women and Work. Fall 2005. Courtney Jackson.

Using gender as the lens for analysis, addresses the history of women's work, access to different types of occupations and professions, globalization of gendered-care work, work-family balance, and differences among women in paid and unpaid work experiences. (Same as **Sociology 207.**)

Prerequisite: **Sociology 101, Anthropology 101, Gender and Women's Studies 101** (formerly **Women's Studies 101**), or permission of the instructor.

[209c,d. Gender in Islam.]

211c. Women's History from the Roman Empire to the Middle Ages (200-1200 c.e.). Spring 2006. Nicola Denzey.

Seminar. A history of women and the private life in Western Europe, with an emphasis on Italy, France, and Germany. Studies the impact of gender on both domestic and political worlds. Explores the economic and practical options and contributions of women, the rise of women's spirituality, and discusses the different possibilities of women according to social status and class. (Same as **History 212**.)

212b. Gender and Crime. Spring 2006. Janet Lohmann.

Examines how gender intersects with the understanding of crime and the criminal justice system. Gender is a salient issue in examining who commits what types of crimes, who is most often victimized, and how the criminal justice system responds to these victims and offenders. Students explore the context of crimes such as domestic violence and sexual assault, as well as how the correctional system and social policy are affected by the issue of gender. (Same as **Sociology 212.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

213c,d. Gender and Revolution: Cross-Cultural Perspectives and Experience. Spring 2006. Jill Massino.

Examines how major upheavals such as revolution and social movements affect gender relations, gender identity, and women's everyday lives. Explores the French, Russian and Chinese Revolutions, the Fascist revolutions in Germany and Italy, the American Civil Rights Movement and anti-colonial movements, and the religious revolutions in Iran and Afghanistan, considering the manner in which political, social, economic, and cultural realms are gendered. Major questions to be addressed include: Why and to what extent do revolutionary ideologies appeal to women, both individually and as a group? What are the roles of women and men in revolutionary and social movements? What have been the net gains and losses for women as a consequence of revolution? Analyzes the ways in which race, class, ethnicity, and sexuality intersect with gender and are constituted by revolutionary discourse. (Same as **History 213**.)

217c. Dostoevsky or Tolstoy. Fall 2005. Raymond Miller.

Explores and compares two giants of Russian literature, Lev Tolstoy and Fyodor Dostoevsky. Their works are read for their significance, both to Russian cultural history and to European thought; special attention is paid to the portrayal of women and women's issues in both authors. Part I studies Dostoevsky's quest for guiding principles of freedom and love in a world of growing violence. cynicism, and chaos. "The Woman Question" emerges as a constant subject: Dostoevsky particularly concerned himself with the suffering of poor and humiliated women. A close reading of several short works and the novel *Brothers Karamazov* set in their historical, and intellectual framework. Emphasis on the novelist's struggle between Western materialistic individualism and Eastern voluntary self-renunciation. Examines Dostoevsky's "fantastic realism" as a polyphony of voices, archetypes, and religious symbols. Part II studies Tolstoy's development both as a novelist and a moral philosopher. Examines several works. the most important being the novel *Anna Karenina*, with special emphasis on the tension between Tolstoy-the-artist and Tolstoy-the-moralist. Discussion of the writer's role as "the conscience of Russia" in the last thirty years of his life, as well as his influence on such figures as Gandhi and Martin Luther King. (Same as **Russian 224.)**

[218b. Sex and Socialism: Gender and Political Ideologies of the Twentieth Century.]

[219b. Sociology of Gender.]

220c. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Spring 2007. Jane Knox-Voina.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Topics include scientific utopias. eternal revolution, individual freedom, collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism. and the demise of the Soviet Union. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall. Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstoya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Russian 221.**)

223b. Cultural Interpretations of Medicine. Fall 2006. Susan Bell.

Explores a series of topics in health studies from the perspectives of the humanities and social sciences: medical ethics, the development and use of reproductive technologies, relationships between doctors and patients. disability, public health, and the experience of illness. Encourages reflection about these topics through ethnographies, monographs, novels, plays, poetry, and visual arts, such as Barker's *Regeneration*, Spence's *Cultural Sniping*, Edson's *Wit*, Kafka's *Metamorphosis*, and Franklin's *Embodied Progress*. (Same as **Sociology 223.**).

Prerequisite: **Sociology 101** or **Anthropology 101.**

224b. Introduction to Human Population. Fall 2005. Nancy Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222** and **Sociology 222.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

227b,d. Women and World Development. Fall 2007. Kristen R. Ghodsee.

Makes an interdisciplinary and critical survey of the previous development paradigms and their diverse and wide-ranging consequences. Using literary, journalistic, theoretical, and visual texts, first examines the issues and experiences of women in the "developing" and "transitioning" world through their own words. Then reviews the major theoretical underpinnings of the "Women and Development," "Women in Development," and "Gender and Development" movements and the critiques that they have engendered over the previous three decades. Also explores women's issues in the post-modern context, looking at the emerging challenges that late capitalist globalization, neo-liberal economic hegemony, and self-redefining nationalisms and fundamentalisms pose to the way that women ultimately experience their lives and societies.

229c. Gender and Sexuality in Classical Antiquity. Fall 2005. Jennifer Clarke Kosak.

Explores male and female sexuality and gender roles in the ancient Greek and Roman world. What did it mean to be male or female? To what extent were gender roles negotiable? How did gender—and expectations based on gender—shape behavior? How did sexuality influence public life and culture? Using literary, documentary, and artistic evidence, the course examines the biological, social, religious, legal, and political principles that shaped the construction of male and female identities and considers the extent to which gender served as a fundamental organizational principle of ancient society. Also considers how Greek and Roman concepts of sexuality and gender have influenced our own contemporary views of male and female roles. All readings are done in translation. (Same as **Classics 229.**)

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

[231b. Economics of the Life Cycle.]

235c. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Fall 2007 or Spring 2008. Jennifer Scanlon.

The suburbs, where the majority of the nation's residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the "burbs" come about, and what is their significance in American life? This course will begin with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. The second part of the course will explore more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention is paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **History 234.**)

237b,d. Family, Gender, and Sexuality in Latin America. Spring 2006. Krista Van Vleet.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality. Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as **Anthropology 237**.)

Prerequisite: **Anthropology 101** or **Sociology 101,** or permission of the instructor.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

239c. Victorian Genders. Every other year. Spring 2006. Aviva Briefel.

Investigates the literary and cultural construction of gender in Victorian England. Of central concern are fantasies of "ideal" femininity and masculinity, representations of unconventional gender roles and sexualities, and the dynamic relationship between literary genres and gender ideologies of the period. Authors may include Charlotte Bronte, Freud, Gissing, Hardy, Rider Haggard, Christina Rossetti, Ruskin, Schreiner, Tennyson, and Wilde. (Same as **English 243**.)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

241c. English Romanticism II: Romantic Sexualities. Fall 2007. David Collings.

Investigates constructions of sexuality in English romantic writing. Examines tales of seduction by supernatural or demonic figures; the sexualized world of the Gothic; the Byronic hero; the yearning for an eroticized muse or goddess; and same-sex desire in travel writing, orientalist fantasy, diary, and realist fiction. Discusses the place of such writing in the history of sexuality, repression, the unconscious, and the sublime. Authors may include Austen, Beckford, Emily BrontÎ, Burke, Byron, Coleridge, Keats, Lister, Mary Shelley, and Percy Shelley, alongside secondary, theoretical, and historical works. (Same as **English 241**.)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

[243c,d. Central Asia through Film and Literature.]

244c. Victorian Crime. Every other year. Spring 2007. Aviva Briefel.

Investigates literary representations of criminality in Victorian England. Of central concern is the construction of social deviancy and criminal types; images of disciplinary figures, structures, and institutions; and the relationship between generic categories (the detective story, the Gothic tale, the sensation novel) and the period's preoccupation with transgressive behavior and crime. Authors may include Braddon, Collins, Dickens, Doyle, Stevenson, and Wells. (Same as **English 244**.)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

245c. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Fall 2005. Jennifer Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **Africana Studies 245** and **History 245.**)

246b,d. Activist Voices in India. Spring 2007. Sara Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Asian Studies 248** and **Anthropology 248.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235; History 256, 258, 259, 288**; or **Religion 12, 221, 323**) or permission of the instructor.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

249c. History of Women's Voices in America. Spring 2008. Sarah McMahon.

Seminar. Examines women's voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **History 249.**)

Prerequisite: Previous course in history.

252c. Victorian Narratives of Empire. Every other year. Fall 2006. Aviva Briefel.

Examines the diverse ways in which literary genres, including the domestic novel, the boy's adventure story, and the sensation narrative, constructed England's imperial authority in the Victorian period. Among other topics, considers the role that narratives played in upholding and challenging colonial structures; the literary representation of nationhood; and the impact of categories of race, gender, and sexuality on notions of empire. Also explores recent postcolonial readings of Victorian narratives. Authors may include Brontë, Collins, Conrad, Haggard, Kipling, and Schreiner. (Same as **English 252.**)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

253b. Constructions of the Body. Fall 2005. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Sociology 253.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** and **Gender and Women's Studies 101, Gay and Lesbian Studies 201,** or a 200-level sociology course.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

256c. Women in Religion. Fall 2005. Elizabeth Pritchard.

Analysis of the ways in which religion authorizes women's oppression and provides opportunities and resources for women's emancipation. Topics include the enforced gender relationships of monotheism; the goddess movement as alternative society; and the conflicts generated among women by racial, class, religious, ethnic, and sexual differences. Materials drawn from Christianity, Neopaganism, Voudon, and Hinduism. (Same as **Religion 253.**)

259c,d. History of Sexuality, Gender, and the Body in South Asia. Fall 2005. Rachel Sturman.

Seminar. Explores changing conceptions of the body, sexuality, and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include: practices of female seclusion: ideas of purity, pollution, and the care of the self; religious renunciation and asceticism; the erotics of religious devotion; theories of desire; modern conjugality; and the emergence of a contemporary lesbian/gay/queer movement. (Same as **Asian Studies 237** and **History 259.**)

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

261c. Gender, Film, and Consumer Culture. Spring 2006. Jennifer Scanlon.

How do we spend money, and why? Examines the relationship between gender and consumer culture over the course of the twentieth century. Explores women's and men's relationships to consumer culture in a variety of contexts: the heterosexual household, the bachelor pad, the gay-friendly urban cafeteria, the advertising agency, and the department store. Also explores the ways in which Hollywood films, from the 1930s to the present, have both furthered and complicated gendered notions about the consumption of goods.

Prerequisite: **Gender and Women's Studies 101, Film Studies 101,** or permission of the nstructor.

262c. Drama and Performance in the Twentieth Century and Beyond. Fall 2005. Marilyn Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic iterature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*): epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen): and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with an eye to the cultural and sexual politics attending all of these categories. (Same as **English 262** and **Theater 262**.).

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

[263c. Modern British Literatures.]

[264c,d. Islamic Societies in Africa.]

265b,d. Gender and Family in East Asia. Fall 2005. Nancy Riley.

Family and gender are central to the organization of East Asian societies, both historically and today. Uses comparative perspectives to examine issues related to family and gender in China, Japan, and Korea. Using the enormous changes experienced in East Asia in recent decades as a context, explores the place of Confucian influences in these societies, the different roles of the state and economy, and the ways that gender and family have been shaped by and shaped those changes. (Same as **Asian Studies 264** and **Sociology 265.**)

Prerequisite: **Sociology 101 or Anthropology 101.**

266c,d. Women and Writing in Modern China. Fall 2005. Shuqin Cui.

Approaches the subject of women and writing in twentieth-century China from perspectives of gender studies and literary analysis. Considers women writers and their works in the context of Chinese history and as a challenge to the master narratives of Chinese literary tradition. In addition, constructs a dialogue between Chinese women's texts and Western feminist theory. (Same as **Asian Studies 266.**)

[276b. Anarchy, Nationalism, and Fundamentalism.]

[277. Applied Research Practicum: Chinese Rural to Urban Migration.]

279c. Historical Construction of Sexuality: Themes in European Lesbian and Gay History. Fall 2005. Howard Solomon.

A historical survey of lesbians and gay men in European culture, and the changing relationships of heterosexuality, homosexuality, and bisexuality, with special attention to the period 1750-1980. Selected topics include: pre-eighteenth century patterns of same-sex behavior and identity; the impact of medicine, science, and psychoanalysis upon theories of gender and sexuality; early homophile movements; normative masculinity and femininity pre-World War I; the relationship of race, class, and colonialism to lesbian and gay identity; homosexuals, democracy, and fascism during World War II; "Gay Liberation" from World War II to the AIDS epidemic. (Same as **History 279.**)

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

301b. Capstone Seminar: Doing Gender Studies: Research Methodologies and Social Change. Spring 2006. Jill Massino. Spring 2007. Kristen Ghodsee.

Explores how research and scholarship on gender can be an engine for social change. Students learn how to use the different "tools" of the scholar: interviews, surveys, oral history, archival research, participant observation, and discourse analysis. Through a semester-long research project, each student has a hands-on experience of designing and implementing an in-depth study on the gender issue of the student's choice. Open to Gender and Women's Studies majors and minors, or with permission of the instructor.

305c. Investigations in the Maine Landscape. Fall 2005. Carol A. Wilson.

Investigates the fundamental characteristics of place. Students put together a pictorial analysis of the landscape, using mapping, drawing, photographs, and collage in an attempt to describe the interrelationships between the site ecologies and to question the tradition in our culture, often expressed through gendered ideologies, of a world divided between the sciences and technology on one side and the artistic, spiritual, and emotional on the other. Includes readings, site exploration, student visual presentations of research, and discussions with guest scholars. Culminates in a built response demonstrating not only understanding of the nature of the site, but also the "culture," including the gendered culture, of the constructors, with all of its implied meanings and expression. (Same as **Environmental Studies 305.**)

[310c. Gay and Lesbian Cinema.]

311c. The Victorian *Fin de Siècle*. Fall 2005. Aviva Briefel.

Focusing especially on representations of gender and sexuality, examines the Victorian end of the century. Concentrates on the works of authors and artists who sought to challenge the moralities and aesthetics of what they perceived as an earlier, restrictive period in English social and cultural history. Through an analysis of a variety of genres, including novels, short stories, plays, poems, essays, and images, examines these strategies of artistic resistance, while asking what it means for an artistic movement to attempt to revolutionize and rewrite cultural norms. May include texts by Beardsley, Beerbohm, Field, Gissing, Grand, Hardy, Schreiner, Symons, and Wilde. (Same as **English 310.**)

Prerequisite: One first-year seminar or 100-level course in the English Department.

[322c. Race, Gender, and Ethnicity in British and European Society.]

291–294. Intermediate Independent Study.

401–404. Advanced Independent Study and Honors.

Students may choose from the following list of related courses to satisfy requirements for the major or minor in Gender and Women's Studies. For full course descriptions and prerequisites, see the appropriate department listings.

Africana Studies

10b,d. Racism. Fall 2005. Roy Partridge.
(Same as **Sociology 10.**)

275c,d. African American Fiction: Counterhistories. Every year. Spring 2006. Elizabeth Muther.
(Same as **English 275.**)

277c. Topics in Nineteenth-Century Literature: Empire of Feeling. Spring 2006. Peter Coviello.
(Same as **English 277.**)

Anthropology

222b. Culture through Performance. Fall 2007. Sara Dickey.

Economics

211b. Poverty and Redistribution. Spring 2006. John M. Fitzgerald.

212b. Labor and Human Resource Economics. Fall 2006 or Spring 2007. Rachel Ex Connelly.

301b. The Economics of the Family. Fall 2006 or Spring 2007. Rachel Ex Connelly.

English

275c,d. African American Fiction: Counterhistories. Every year. Spring 2006. Elizabeth Muther.
(Same as **Africana Studies 275.**)

277c. Topics in Nineteenth-Century Literature: Empire of Feeling. Spring 2006. Peter Coviello.
(Same as **Africana Studies 277.**)

History

21c. Players and Spectators: History, Culture, and Sports. Fall 2006. Susan L. Tananbaum.

246c. Women in American History, 1600–1900. Spring 2007. Sarah McMahon.

248c. Family and Community in American History. Fall 2007. Sarah McMahon.

Sociology

10b,d. Racism. Fall 2005. Roy Partridge.
(Same as **Africana Studies 10.**)

251b. Sociology of Health and Illness. Fall 2005. Susan Bell.

[252b. Sociology of Chronic Illness and Disability.]

Geology

Associate Professors: Rachel Beane, *Chair;* Edward Laine, Peter Lea†
Visiting Assistant Professor: Christopher Gerbi
Laboratory Instructors: Cathryn Field, Joanne Urquhart
Department Coordinator: Marjorie Parker

Requirements for the Major in Geology

The major consists of nine courses, including **Geology 101** and **202.** The remaining seven courses may include: a) one of **Geology 100, 103,** and/or b) up to two non-introductory science/math/anthropology courses listed as approved by the Geology Department; and/or c) other 200- or 300-level geology courses (**Geology 210, 220, 230, 241, 250, 260, 262, 265, 271, 272, 275,** and **343**).

Note that independent study does not normally count toward the geology major. Geology majors also are advised that most graduate schools in the earth sciences require the equivalent of **Chemistry 109, Physics 103,** and **Mathematics 171.**

Interdisciplinary Majors

The department participates in formal interdisciplinary programs in geology and physics and in geology and chemistry. See page 192.

Requirements for the Minor in Geology

The minor consists of four courses in geology, at least two chosen from **Geology 202, 220, 230, 241, 250, 260, 262, 265, 267, 271, 272, 275,** and **343.**

Introductory, Intermediate, and Advanced Courses

100a. Environmental Geology and Hydrology. Every spring. Spring 2006. Chris Gerbi. Spring 2007. Peter Lea.

An introduction to aspects of geology and hydrology that affect the environment and land use. Topics include watersheds and surface-water quality, groundwater contamination, coastal erosion, and development of landscapes. Weekly labs and field trips examine local environmental problems affecting Maine rivers, lakes, and coast. (Same as **Environmental Studies 100.**)

101a. Introduction to Physical Geology. Every fall. Fall 2005. Chris Gerbi. Fall 2006. Rachel Beane.

Dynamic processes, such as earthquakes and volcanoes, shape the earth on which we live. In-class lectures and exercises examine these processes from the framework of plate tectonics. Weekly field trips explore rocks exposed along the Maine coast. At the end of the course, students complete a research project on Casco Bay geology.

103a. Marine Environmental Geology. Every fall. Edward Laine.

An introduction to the aspects of marine geology and oceanography that affect the environment and marine resources. Topics include estuarine oceanography and sediments, eutrophication of coastal waters, primary productivity, waves and tides, sea level history, glacial geology of coastal Maine, and an introduction to plate tectonics. Weekly field trips and labs examine local environmental problems affecting Casco Bay and the Maine coast. A one-day weekend field excursion is required. (Same as **Environmental Studies 103.**)

202a. Mineralogy. Every spring. Rachel Beane.

Mineral chemistry and crystallography are explored through hand specimen identification. optical microscopy. scanning electron microscopy. energy dispersive spectrometry, and phase diagrams. Emphasis is placed on mineral associations. and on the genesis of minerals in igneous and metamorphic rocks.

Prerequisite: Previous course in geology or permission of the instructor.

[210a. Water Quality in the Community.]

220a. Sedimentary Geology. Fall 2006. Peter Lea.

Survey of earth's depositional systems. both continental and marine, with emphasis on dynamics of sediment transport and interpretation of the depositional environment from sedimentary structures and facies relationships; stratigraphic techniques for interpreting earth history; and tectonic and sea-level controls on large-scale depositional patterns. Weekly lab includes local field trips.

Prerequisite: Previous course in geology or permission of the instructor.

230a. Geometrics. Spring 2006. Edward Laine.

An introduction to the solution of geological and environmental problems through making and analyzing maps. The basics of surveying. geographic information systems. and the Global Positioning System are covered. A problem-based service-learning course, involving work on projects in support of community partners. Extensive field work expected after spring break. (Same as **Environmental Studies 230.**)

Prerequisite: Previous course in geology or permission of the instructor.

241a. Structural Geology. Fall 2006. Rachel Beane.

Geologic structures yield evidence for the dynamic deformation of the earth's crust. This course examines deformation at scales that range from the plate-tectonic scale of the Appalachian mountains to the microscopic scale of individual minerals. A strong field component provides ample opportunity for describing and mapping faults, folds, and other structures exposed along the Maine coast. In-class exercises focus on problem-solving through the use of geologic maps. cross-sections. stereographic projections. strain analysis, and computer applications.

Prerequisite: **Geology 101** or permission of the instructor.

250a. Marine Geology and Tectonics. Fall 2006. Edward Laine.

The geological and geophysical bases of the plate-tectonic model. The influence of plate tectonics on major events in oceanographic and climatic evolution. Deep-sea sedimentary processes in the modern and ancient ocean as revealed through sampling and remote sensing. Focus in the laboratory on the interpretation of seismic reflection profiles from both the deep ocean and local coastal waters.

Prerequisite: Previous course in geology or permission of the instructor.

[260a. Oceanography and Ocean History.]

262a. Igneous and Metamorphic Petrology. Fall 2005 and Fall 2007. Rachel Beane.

Rocks contain many clues about the processes of their formation. This course uses these clues to explore the processes by which igneous rocks solidify from magma, and metamorphic rocks form in response to pressure, temperature, and chemical changes. Laboratory work emphasizes field observations, microscopic examination of thin sections, and computer-based geochemical modeling. A class project introduces students to aspects of geologic research.

Prerequisite: **Geology 202.**

265a. Geophysics. Fall 2005. Edward Laine.

An introduction to the interior of the earth, the geophysical basis of plate tectonics, and exploration geophysics. Emphasis on seismic methods. A problem-based service-learning course involving work on projects in support of community partners.

Prerequisite: **Physics 103** or **Mathematics 161** and one of the following: **Geology 100, 101, 103,** or **Physics 104.**

267a. Coastal Oceanography. Spring 2007. Edward Laine.

Principles and problems in coastal oceanography, with an emphasis on interdisciplinary inquiry. Topics include circulation and sediment transport within estuaries and on the continental shelf, impact of human systems on the marine environment, and issues and controversies of eutrophication and hypoxia in the coastal environment. (Same as **Environmental Studies 267**.)

Prerequisite: Previous course in geology or permission of the instructor.

[271a. Coastal Processes and Landforms.]

[272a. Glacial Processes and Landforms.]

275a. Hydrogeology. Spring 2007. Peter Lea.

The interaction of water and geological materials within the hydrologic cycle, with emphasis on groundwater resources and quality. Qualitative and quantitative examination of the movement of groundwater in aquifers. (Same as **Environmental Studies 275.**)

Prerequisite: Previous course in geology or permission of the instructor.

343a. Mountain Belts. Spring 2006. Rachel Beane.

Focuses on mountain belts formed during the Late Paleozoic continental collisions that led to the assembly of the supercontinent Pangea. Taught in a tutorial format that emphasizes discussion of current research by reading primary literature and by writing scientific essays.

Prerequisite: Previous 200-level geology course.

291a–294a. Intermediate Independent Study. The Department.

401a–404a. Advanced Independent Study and Honors. The Department.

German

Professors: Helen L. Cafferty, *Chair, Spring 2006;* Steven R. Cerf, *Chair, Fall 2005*
Assistant Professor: Birgit Tautz
Teaching Fellow: Cora Zubiller
Department Coordinator: Kate Flaherty

The German Department offers courses in three major areas: German language and culture, literature, and culture of the German-speaking countries, as well as German literature and culture in English translation. The program is designed for students who wish to become literate in the language and culture, as well as to gain a better understanding of their own culture in a global context. The major is a valuable asset in a wide variety of postgraduate endeavors, including international careers, and law and graduate school.

Requirements for the Major in German

The major consists of seven courses, of which one may be chosen from **51, 52, 54, 56** and the others from **205–402.** Prospective majors, including those who begin with first- or second-year German at Bowdoin, may arrange an accelerated program, usually including study abroad. Majors are encouraged to consider one of a number of study-abroad programs with different calendars and formats.

Requirements for the Minor in German

The minor consists of **German 102** or equivalent, plus any four courses, of which two must be in the language (**203–398**).

German Literature and Culture in English Translation

51c. The Literary Imagination and the Holocaust. Fall 2005. Steven Cerf.

An examination of the literary treatment of the Holocaust, a period between 1933 and 1945, during which eleven million innocent people were systematically murdered by the Nazis. Four different literary genres are examined: the diary and memoir, drama, poetry, and the novel. Three basic sets of questions are raised by the course: How could such slaughter take place in the twentieth century? To what extent is literature capable of evoking this period and what different aspects of the Holocaust are stressed by the different genres? What can our study of the Holocaust teach us with regard to contemporary issues surrounding totalitarianism and racism? No knowledge of German is required.

[52c. Myth and Heroic Epic of Europe.]

54c. Laugh and Cry! Post-World War II German Film. Spring 2006. Helen Cafferty.

An examination of cinema in Germany in the second half of the twentieth century. Critical reading of representative films from three major periods: the early postwar years, the era of New German Cinema, and the recent wave of acclaimed German comedies. An exploration of how contrasting strategies of representation (e.g., mainstream comedy or realism, documentary, and experimental filmmaking) construct German history and the Nazi past; social criticism in East and West Germany; and national identity, gender, race, and sexuality. Filmmakers such as Wicki, Staudte, Käutner, Fassbinder, Herzog, Sanders-Brahms, Schlöndorff, von Trotta, Sander, Wenders, Dörrie, Misselwitz, Boetcher. No knowledge of German is required.

56c. Nazi Cinema. Spring 2007. Birgit Tautz.

A study of selected films made in Germany under the auspices of the Nazis (1933–1945). Illustrates that Nazi cinema was as much entertainment as it was overt propaganda in the service of a terror regime; therefore includes examples of science fiction, adventure films, and adaptations of literature, as well as anti-Semitic and pro-war feature films and documentaries. Examines three interrelated areas: 1) How Nazi cultural politics and ideology defined the role of cinema, 2) How the films produced in Germany between 1933 and 1945 supported and/or undermined the Nazi regime, and 3) How politics, manipulation, and propaganda work through entertainment. No knowledge of German is required.

Language and Culture Courses

101c. Elementary German I. Every fall. Fall 2005. Birgit Tautz.

German 101 is the first language course in German and is open to all students without prerequisite. Three hours per week. Emphasis on four skills: speaking and understanding, reading, and writing. Introduces aspects of culture. One hour of conversation and practice with teaching assistant. Integrated language laboratory work.

102c. Elementary German II. Every spring. Spring 2006. Helen Cafferty.

Continuation of **German 101.** Equivalent of **German 101** is required.

203c. Intermediate German I. Every fall. Fall 2005. Helen Cafferty.

Three hours per week of reading, speaking, composition, and review of grammar. Continued emphasis on German culture. One hour of conversation and practice with teaching assistant. Language laboratory also available. Equivalent of **German 102** is required.

204c. Intermediate German II. Every spring. Spring 2006. Steven Cerf.

Continuation of **German 203.** Equivalent of **German 203** is required.

205c. Advanced German. Every year. Fall 2005. Steven Cerf.

Designed to explore aspects of German culture in depth, while increasing oral fluency, writing and reading skills, and comprehension. Topics may include youth and popular culture, and post-war and/or post-unification themes in historical and cross-cultural contexts. Equivalent of **German 204** is required. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

Literature and Culture Courses

All courses require the equivalent of **German 204.**

308c. Introduction to German Literature and Culture. Every year. Spring 2006. Birgit Tautz.

Designed to be an introduction to the critical reading of texts by genre (e.g., prose fiction and nonfiction, lyric poetry, drama, opera, film) in the context of German intellectual, political, and social history. Focuses on various themes and periods. Develops students' sensitivity to generic structures and introduces terminology for describing and analyzing texts in historical and cross-cultural contexts. Weekly individual sessions with the Teaching Fellow from the Johannes-Gutenberg-Universität-Mainz.

313c. German Classicism. Fall 2005. Birgit Tautz.

Focus on the mid- to late eighteenth century as an age of contradictory impulses (e.g., the youthful revolt of Storm and Stress against the Age of Reason). Examines manifestations of such impulses — e.g., ghosts, love, and other transgressions — in the works of major (e.g., Goethe. Schiller) and less well-known authors (e.g., Karsch, Forster). Investigation of texts in their broader cultural context with appropriate theory.

314c. German Romanticism. Spring 2006. Steven Cerf.

Examines the origins of the German Romantic movement in the first half of the nineteenth century and its impact on German culture (e.g.. music and the other arts, philosophy, politics, popular culture. continued legacy of Romanticism in subsequent periods of German culture and literature). Focus on representative authors. genres, and themes such as romantic creativity. genius. horror. and fantasy.

315c. German Realism. Fall 2006. Birgit Tautz.

Examines representative texts and authors from mid- to late nineteenth century in a broad cultural, artistic, philosophical, and political context. The specific focus is on constructions of community (e.g.. family. nation, but also political circles, artists' communities, early women's movement. etc.). Explores literary representations of these communities, as well as the ways in which fiction and non-fiction helped create these communities and/or threatened to undermine the communal spirit.

316c. German Modernism. Spring 2007. Steven Cerf.

Texts by the following German-language modernists are read: Kafka, Rilke, Thomas Mann. Brecht. and Zuckmayer. Addresses the following questions: How and why is literary Modernism rooted in urban settings? What narrative modes are used to deal with the interiority of modernist protagonists? How and why did Modernism become politicized with the rise of Fascism in the 1920s? How did Mann. Brecht, and Zuckmeyer transport their artistic concerns with them into exile? Relevant films and other complementary artistic and musical works are considered throughout the semester.

317c. German Literature since 1945. Fall 2006. Helen Cafferty.

An exploration of how successive generations have expressed their relationship to the catastrophe of the Nazi past. Examines representative texts of East and West German writers/filmmakers in Cold War and post-unification contexts. A discussion of "Germanness" and German identity from several perspectives. including *Aufarbeitung der Vergangenheit,* the influence of the United States and the Soviet Union, the cultural significance of the American West and American popular culture, gender in the two Germanys, terrorism, and African-German and Turkish-German voices. Grass, Böll, Wolf, Müller, Dörrie, Fassbinder, Brussig, Ayim, Schlink, among others.

321c. Before and After the Wall: East German Traditions in Literature, Culture, and Film. Fall 2005. Helen Cafferty.

Examines the texts and traditions unique to East German culture and identity. Areas of exploration include the historical, political, and social context; the evolution of socialist art and its legacy; socialist interpretations of myth and history; failed revolution; coming of age themes; the socialist fairy tale. Also explores pre- and post-unification discourses on gender, ethnicity. sexuality, and East German identity. Authors/directors may include Brecht, Müller, Wolf. Kohlhaase, Emersleben, Biermann, Braun, Misselwitz, Beyer, Dresen.

398c. Seminar in Aspects of German Literature and Culture. Every spring. The Department.

Work in a specific area of German literature not covered in other departmental courses, e.g., individual authors, literary movements, genres, cultural influences, and historical periods. This course may be repeated for credit with the contents changed.

Spring 2006. **Colors: Signs of Ethnic Difference 1800/1900/2000.** Birgit Tautz.

In German culture, color/hue has played an important role in describing ethnic difference. Color marks not only racial difference ("Black" vs. "White"), but also geographical difference ("tropical colors") or diversity ("*Bunte Republik Deutschland*"). Considers changing discourse on color and ethnic difference over time. Explores pertinent representations of color and ethnic difference in literary texts and films, all of which serve to illuminate the broader cultural context at three historical junctures: 1800, 1900, and 2000. Considers texts and films in conjunction with non-fiction, including examples from the visual arts (paintings, photographs, "*Völkerschauen*"), medical texts, encyclopedic entries, policy statements, and advertisements ("*Reklamemarken,*" picture stories, commercials, graffiti), recognizing, in the process, how German culture ("national identity") defines itself through and against color.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Government and Legal Studies

Professors: Paul N. Franco, *Chair,* Janet M. Martin*, Richard E. Morgan, Christian P. Potholm, Allen L. Springer†, Jean M. Yarbrough†
Assistant Professors: Laura A. Henry, Michael M. Franz
Visiting Assistant Professors: Shelley M. Deane, Richard M. Skinner
Visiting Instructors: Gerald M. DiGiusto, Dennis C. Rasmussen
Joint Appointment with Africana Studies: Assistant Professor Mingus Mapps†
Joint Appointments with Asian Studies: Associate Professor Henry C. W. Laurence, Assistant Professor Lance Guo
Joint Appointment with Environmental Studies: Senior Lecturer DeWitt John†
Adjunct Lecturer: George S. Isaacson
Department Coordinator: Lynne P. Atkinson

Requirements for the Major in Government and Legal Studies

Courses within the department are divided into four fields:

American government: **Government 101, 105, 111, 113, 115, 116, 150, 201, 202, 203, 204, 205, 208, 209, 210–211, 212, 213, 216, 217, 255, 302, 303, 304, 306,** and **307.**

Comparative politics: **Government 102, 114, 119, 120, 221, 222, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 236, 237, 238, 268, 284, 321, 330, 332, 333, 335, 337,** and **365.**

Political theory: **Government 104, 106, 108, 109, 112, 117, 240, 241, 242, 243, 244, 245, 246, 249, 250, 341, 345, 346,** and **347.**

International relations: **Government 102, 103, 111, 114, 160, 225, 226, 228, 233, 236, 238, 260, 263, 265, 266, 267, 268, 270, 274, 281, 284, 302, 321, 330, 335, 337, 361, 363, 365, 366,** and **367.**

Every major is expected to complete an area of concentration in one of these fields.

The major consists of nine courses, no more than two taken at Level A, and no more than one first-year seminar, and distributed as follows:

1. A field of concentration, selected from the above list, in which at least four courses including one Level C course and no more than one Level A course are taken.
2. At least one course in each of the three fields outside the field of concentration. These courses may be at Levels A, B, or C, though only two Level A courses may count toward the major and no more than one of these may be a first-year seminar.
3. **Government 214, 219, 239, 262, 264, Environmental Studies 240,** while not fulfilling the requirement for any of the four fields of concentration, can be counted toward the total number of courses required for the major or minor.
4. Students seeking to graduate with honors in government and legal studies must petition the department. Interested students should contact the honors director for specific details. Students must prepare an honors paper, which is normally the product of two semesters of independent study work, and have that paper approved by the department. One semester of independent study work may be counted toward the nine-course departmental requirement and the four-course field concentration. Students who hope to graduate with honors in government and legal studies thus normally must complete at least ten courses in the department.
5. To fulfill the major/minor requirements, a grade of C- or better must be earned in a course. Courses taken on a Credit/D/Fail basis may not be used to fulfill major/minor requirements.

Requirements for the Minor in Government and Legal Studies

A minor in government and legal studies consists of five courses from at least three of the departmental fields. No more than two Level A courses and no more than one first-year seminar may count toward the minor.

LEVEL A COURSES

Introductory Seminars

All introductory seminars are designed to provide an introduction to a particular aspect of government and legal studies. Students are encouraged to analyze and discuss important political concepts and issues, while developing research and writing skills.

Enrollment is limited to sixteen students in each seminar. First-year students are given first priority; sophomores are given second priority. For a description of the following introductory seminars, see First-Year Seminars, pages 133–42.

101b. Citizenship and Representation in American Politics. Fall 2005. Michael M. Franz.

102b,d. Global Media and Politics. Spring 2006. Henry C.W. Laurence.
(Same as **Asian Studies 20.**)

[103b. The Pursuit of Peace.]

104b. Political Theory and Utopia. Fall 2005. Dennis C. Rasmussen.

[105b. American Politics: Representation, Participation, and Power.]

[106b. Fundamental Questions: Exercises in Political Theory.]

108b. Human Being and Citizen. Fall 2005. Paul N. Franco.

111b. The Korean War. Fall 2005. Christian P. Potholm.

[112b. Becoming Modern.]

[113b. Race and Representation.]

114b. Democracy and Democratization. Fall 2005. Laura A. Henry.

[115b. Mass Media in American Politics.]

[117b. Questioning the Modern.]

[119b,d. East Asian Politics: Introductory Seminar.]

Introductory Lectures

These courses are intended for first-year students and sophomores. Others may take them only with the permission of the instructor.

120b. Introduction to Comparative Government. Spring 2006. Laura A. Henry.

Provides a broad introduction to key concepts in comparative politics. Most generally, asks why states are governed differently, both historically and in contemporary politics. Begins by examining foundational texts, including works by Marx, Smith, and Weber. Surveys subfields within comparative politics (the state, regime types, nations and nationalism, party systems, development, and civil society) to familiarize students with major debates and questions.

150b. Introduction to American Government. Spring 2006. Richard M. Skinner.

Provides a comprehensive overview of the American political process. Specifically, traces the foundations of American government (the Constitution, federalism, civil rights, and civil liberties), its political institutions (Congress, Presidency, courts, and bureaucracy), and its electoral processes (elections, voting, and political parties). Also examines other influences, such as public opinion and the mass media, which fall outside the traditional institutional boundaries, but have an increasingly large effect on political outcomes.

160b. Introduction to International Relations. Fall 2005. Gerald M. DiGiusto. Spring 2006. Shelley M. Deane.

Provides a broad introduction to the study of international relations. Designed to strike a balance between empirical and historical knowledge on the one hand, and theoretical understanding on the other. Designed as an introductory course to familiarize students with no prior background in the subject, and recommended for first- and second-year students intending to take upper-level international relations courses.

LEVEL B COURSES

Level B courses are designed to introduce students to or extend their knowledge of a particular aspect of government and legal studies. The courses range from the more introductory to the more advanced. Students should consult the individual course descriptions to determine whether previous background or sophomore, junior, or senior standing is necessary.

201b. Law and Society. Spring 2006. Richard E. Morgan.

An examination of the American criminal justice system. Although primary focus is on the constitutional requirements bearing on criminal justice, attention is paid to conflicting strategies on crime control, to police and prison reform, and to the philosophical underpinnings of the criminal law.

202b. The American Presidency. Spring 2006. Janet M. Martin.

An examination of the presidency in the American political system, including the "road to the White House" (party nomination process and role of the electoral college), advisory systems, the institutional presidency, relations with Congress and the courts, and decision-making in the White House.

203b. American Political Parties. Fall 2005. Richard M. Skinner.

Throughout American political history, parties have been among the most adept institutions at organizing political conflict and, more generally, American political life. In this vein, the role of political parties in the evolution of American politics is discussed. Special attention is given to the present political context, which many characterize as an era with weak to nonexistent parties. Explores and challenges this conventional wisdom.

204b. Congress and the Policy Process. Fall 2005. Richard M. Skinner.

An examination of the United States Congress, with a focus on members, leaders, constituent relations, the congressional role in the policy-making process, congressional procedures and their impact on policy outcomes, and executive-congressional relations.

[205b. Campaigns and Elections.]

208b. Mass Media and American Politics. Spring 2006. Michael M. Franz.

Examines the role of the media as the "fourth branch" of government. Focuses first on the history of the media throughout American political development, and then examines the role of the media in contemporary politics. Is the media biased? How? What are the effects of media coverage on citizens? What is the interplay of politicians, citizens, and journalists? Spends considerable time on the place of new media outlets such as blogs.

209b. Introduction to Political Behavior. Fall 2005. Michael M. Franz.

Examines the political behavior of ordinary citizens. Begins with a broad focus on the importance of citizen participation in a democracy, and the debate over how much or how little participation is best. Examines the reasons for citizen (non)participation, and focuses on the effects of campaigns and social capital on different forms of participation.

210b. Constitutional Law I. Every fall. Fall 2005. Richard E. Morgan.

Examines the development of American constitutionalism, the power of judicial review, federalism, and separation of powers.

211b. Constitutional Law II: Civil Rights and Liberties. Every spring. Spring 2006. Richard E. Morgan.

Examines questions arising under the First and Fourteenth Amendments.

Prerequisite: **Government 210.**

[212b. Race and American Political Development.]

[213b. Race, Inequality, and Social Policy.]

214b. Environmental Policy and Politics. Every year. Fall 2005. The Program. Fall 2006. DeWitt John.

Examines alternative ways to protect our physical environment. Analyzes environmental policies and the regulatory regime that has developed in the United States; new approaches such as free-market environmentalism, civic environmentalism, environmental justice, sustainable development; and environmental policies and politics in other countries. Includes intensive study of specific local and global issues such as air and water pollution, land conservation, or the reduction and management of wastes. (Same as **Environmental Studies 202.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

216b. Maine Politics. Every fall. Fall 2005. Christian P. Potholm.

An analysis of politics in the state of Maine since World War II. Subjects covered include the dynamics of Republican and Democratic rivalries and the efficacy of the Independent voter, the rise of the Green and Reform parties, the growing importance of ballot measure initiatives, and the interaction of ethnicity and politics in the Pine Tree state. An analysis of key precincts and Maine voting paradigms is included, as well as a look at the efficacy of such phenomena as the north/south geographic split, the environmental movement, and the impact of such interest groups as SAM and the Roman Catholic Church. Students are expected to follow contemporary political events on a regular basis.

217b. Interest Groups. Spring 2006. Richard M. Skinner.

A survey of the many ways in which interest groups affect the American political system, including how they participate in congressional and presidential elections and how they lobby the executive, legislative, and judicial branches. Also examines how interest groups form, why people join them, and how they stay in business.

219c. Education and Law. Every other year. Fall 2005. George S. Isaacson.

A study of the impact of the American legal system on the functioning of schools in the United States through an examination of Supreme Court decisions and federal legislation. Analyzes the public policy considerations that underlie court decisions in the field of education and considers how those judicial interests may differ from the concerns of school boards, administrators, and teachers. Issues to be discussed include constitutional and statutory developments affecting schools in such areas as free speech, sex discrimination, religious objections to compulsory education, race relations, teachers' rights, school financing, and education of the handicapped. (Same as **Education 250.**)

[221b. Division and Consensus: The Government and Politics of Ireland.]

[225b. The Politics of the European Union.]

226b,d. Middle East Politics. Fall 2005. Shelley M. Deane.

Provides an introduction to the politics of the Middle East region. Begins with a brief overview of the history of the region, focusing on the period since the end of World War I and the collapse of the Ottoman Empire. Proceeds to examine a number of topics of importance in the contemporary politics of the region. Some of the major topics addressed are colonialism and its legacy: nationalism: religion and politics; authoritarianism, democratization, and civil society; politics of women and gender: ethnicity and sectarianism; regional security and the role of outside powers. Presupposes no previous knowledge of the region.

227b,d. Chinese Politics. Fall 2005. Lance Guo.

Examines Chinese politics in the context of a prolonged revolution. After a survey of the political system as established in the 1950s and patterns of politics emerging from it, the analytic focus turns to political change in the reform era (since 1979) and the forces driving it. Topics include the political impact of decentralization and marketization, the reintegration into the capitalist world economy, and the development of the legal system. The adaptation by the Communist Party to these changes and the prospects of democratization are also examined. (Same as **Asian Studies 227.**)

228b,d. Chinese Foreign Policy. Spring 2006. Lance Guo.

An analytic survey of the history and evolution of China's foreign relations from the inception of the People's Republic of China in 1949. Emphasis is on China's evolving strategic thinking in the context of changing international and regional (the Asia-Pacific) power configuration since the Cold War. Topics include actors, institutions, and processes of foreign policy decision-making: national security and the military; foreign economic relations: Sino-US relations: the Taiwan issue; the South China Sea dispute; the resurgence of nationalism; "greater China"; and the linkages between domestic politics and foreign policy. (Same as **Asian Studies 228.**)

[229b,d. Politics of Southeast Asia.]

230b. Post-Communist Russian Politics and Society. Fall 2005. Laura A. Henry.

Explores the most dramatic political event of the twentieth century: the collapse of Soviet communism and its political aftermath. Begins by examining the Soviet system and the political and social upheaval of the late Soviet period. Proceeds to investigate the challenges of contemporary Russian politics, including the halting process of democratization, the difficulties of economic liberalization, looming demographic and environmental crises, the loss of superpower status, and the search for national identity. Comparisons are made with other countries in the post-communist region.

232b,d. Japanese Politics and Society. Fall 2005 and Fall 2006. Henry C. W. Laurence.

Comprehensive overview of modern Japanese politics in historical, social, and cultural context. Analyzes the electoral dominance of the Liberal Democratic Party, the nature of democratic politics, and the rise and fall of the economy. Other topics include the status of women and ethnic minorities, education, war guilt, nationalism, and the role of the media. (Same as **Asian Studies 282.**)

233b. Advanced Comparative Politics: Government, War, and Society. Every spring. Spring 2006. Christian P. Potholm.

An examination of the forces and processes by which governments and societies approach and wage or avoid wars. The theories and practices of warfare of various political systems will be analyzed and particular attention will be paid to the interface where politics, society, and the military come together under governmental auspices in various comparative contexts. Specific examples from Africa, Asia, Europe, and North America are examined.

[234b,d. Contentious Politics: Social and Political Change in East and Southeast Asia.]

[237b. Israeli Politics and Society.]

[239b. Comparative Constitutional Law.]

240b. Classical Political Philosophy. Fall 2005. Paul N. Franco.

A survey of classical political philosophy focusing on four major works: Thucydides' *History of the Peloponnesian War*, Plato's *Republic*, Aristotle's *Politics*, and St. Augustine's *City of God*. The course examines ancient Greek and early Christian reflection on human nature, justice, the best regime, the relationship of the individual to the political community, the relationship of philosophy to politics, democracy, education, religion, and international relations.

241b. Modern Political Philosophy. Spring 2006. Dennis C. Rasmussen.

A survey of modern political philosophy from Machiavelli to Hegel. Examines the overthrow of the classical horizon, the movement of human will and freedom to the center of political thought, the idea of the social contract, the origin and meaning of rights, the relationship between freedom and equality, the role of democracy, and the replacement of nature by history as the source of human meaning. Authors include Machiavelli, Hobbes, Locke, Hume, Rousseau, Kant, and Hegel.

244b. Liberalism and Its Critics. Fall 2005. Dennis C. Rasmussen.

An examination of liberal democratic doctrine and of religious, cultural, and radical criticisms of it in the nineteenth century. Authors include Burke, Tocqueville, Mill, Marx, and Nietzsche.

[245b. Contemporary Political Philosophy.]

246b. Religion and Politics. Spring 2006. Paul N. Franco.

Examines the relationship between religion and politics — the so-called theological-political question — primarily in modern Europe and America. Focuses first on the tension between and eventual separation of church and state in the early modern period. Then considers the implications and complications of this historic separation, looking at recent Supreme Court cases, as well as contemporary discussion of the relationship between religion and politics. Comparisons with the treatment of this issue in the Islamic world are made throughout the course. Authors include Machiavelli, Luther, Calvin, Spinoza, Locke, Jefferson, Madison, Tocqueville, as well as a variety of contemporary and Islamic writers. (Same as **Religion 246**.)

[249b. Eros and Politics.]

250b. American Political Thought. Spring 2006. Dennis C. Rasmussen.

Examines the political thought of American statesmen and writers from the founding to the twentieth century. Readings include the *Federalist Papers*, the writings of Thomas Jefferson, the Anti-federalists, Tocqueville, Thoreau, Calhoun, Lincoln, Frederick Douglass, W.E.B. DuBois, Booker T. Washington, William Graham Sumner, the Progressives, Franklin Delano Roosevelt, and others.

255b. Quantitative Analysis in Political Science. Spring 2006. Michael M. Franz.

Examines the use of quantitative methods to study political phenomena. Discusses the nature of empirical thinking and how principles used for years by natural scientists, such as causation and control, have been adopted by social scientists. Introduces what these methods are and how they might be useful in political research, and applies these methods, with particular emphasis on the use of survey data. Using quantitative methods, employs statistical computing software as a research tool, with a focus on effective presentation of data and results. This course might be useful to those who are considering a Senior Honors Project.

[260b. International Law.]

[263b. International Environmental Policy.]

264b. Energy, Climate, and Air Quality. Spring 2007. DeWitt John.

Examines how the United States, as well as states, communities, businesses, and nonprofits, address climate change. Explores the recent politics of energy, climate, and air quality, as well as how policies and politics might change in the future. Compares American policies and politics with efforts in other countries and examines the links between American policies and efforts in other nations. Also examines how international treaties have influenced national and sub-national policies. (Same as **Environmental Studies 264**.)

Prerequisite: One environmental studies course or one government course with a grade of C- or better. or permission of the instructor.

265b. International Political Economy. Spring 2006. Henry C. W. Laurence.

Examines the politics underlying international economic relationships. Asks why and how it is that countries are sometimes able and sometimes unable to realize the benefits of trade. Looks at the political consequences of international trade and global finance at both the national and international level. Examines conflicts and cooperation in international economic relations and the effects of globalization on social structures, on inequality, and on national sovereignty. No previous experience in economics needed.

[266b. Political Economy of Development.]

267b,d. International Relations in East Asia. Fall 2005. Lance Guo.

Examines international relations in East Asia (including both Northeast and Southeast Asia) from a regional perspective while considering the impact of outside states on power relations and patterns of interaction in the region. Topics include cultural and historical legacies, nationalism and politics of economic development; flash points in the region such as Korea, Taiwan, and the South China Sea, and the associated foreign policy issues; and broad trends and recent development in the areas of trade, investment, and regional integration. (Same as **Asian Studies 267**).

268b. Bridging Divisions: Ethnonational Conflict Regulation. Fall 2005. Shelley M. Deane.

Aims to consider the devices used for the regulation of national and ethnic conflicts. Seeks to provide students with an understanding of the tools available to states and policy makers to regulate conflict through an examination of divided territories and societies such as Yugoslavia, Northern Ireland, Israel-Palestine, Cyprus, and Rwanda. Considers the definitional and theoretical controversies associated with the conflict regulation and resolution literature.

270b. American Foreign Policy: Its Formulation and the Forces Determining Its Direction. Fall 2005. Gerald M. DiGiusto.

Examines the history and conduct of American foreign policy. Analyzes the impact of intragovernmental rivalries, the press, public opinion, and interest groups on the policy-making process, and provides case studies of substantive foreign policy issues.

281b. Governing the World: International Organizations in World Politics. Spring 2006. Gerald M. DiGiusto.

The role and importance of international institutions are controversial topics in both the theory and practice of world politics. With the proliferation of such institutions since the end of the Cold War, the debate over their effectiveness in structuring international relations has become particularly contentious. Addresses this debate, exploring the historical and contemporary creation of international institutions, the various forms such organizations take, the functions they serve, their efficacy in shaping international politics, their evolving structure and importance over time, and the normative implications of their apparently increasing role. Much of the course is devoted to an investigation of specific international organizations, such as the United Nations, the International Monetary Fund, the World Trade Organization, and the International Criminal Court, as well as lesser known but nonetheless influential institutions.

291b–294b. Intermediate Independent Study. The Department.

LEVEL C COURSES

Level C courses provide seniors and juniors with appropriate background the opportunity to do advanced work within a specific subfield. Enrollment is limited to fifteen students in each seminar. Priority is given to senior majors, then junior majors, particularly those with a concentration in the subfield. Sophomores may enroll with permission of the instructor. These courses are not open to first-year students.

303b. The Law and Politics of Freedom of Speech. Fall 2005. Richard E. Morgan.

While focusing primarily on American material, students have the option of choosing speech controversies in other polities as the subject of their seminar papers.

304b. Advanced Seminar in American Politics: Presidential-Congressional Relations. Spring 2006. Janet M. Martin.

Examines presidential-congressional relations through a number of perspectives, including use of historical, quantitative, and institutional analyses. Readings consider the relationship between the executive branch and Congress in both the domestic arena (including regulatory and budgetary policy) and in the area of foreign and defense policy.

[306b. Controversies in Political Behavior.]

[307b. Race and Representation.]

321b. Social Protest and Political Change. Spring 2006. Laura A. Henry.

Analyzes the role of social protest in generating political change on issues such as civil rights, environmentalism, women's rights, indigenous rights, and globalization. Begins by considering different theoretical approaches to understanding the emergence and effectiveness of social movements and non-governmental organizations. Then engages in comparative analysis of social protest in Europe, the United States, Latin America, and elsewhere, paying particular attention to the advantages and risks of the increasingly transnational nature of social activism.

330b. Ending Civil Wars. Spring 2006. Shelley M. Deane.

Considers the means and mechanisms adopted to end civil wars. Examines the nature of negotiated settlements. As wars end, peace settlements are varied and complex, often negotiated and agreed, sometimes imposed. Considers associated issues of insecurity, the nature of the settlement reached, the problems of implementation, and third party intervention, along with the dilemmas associated with peacekeeping and enforcement. The transition from war to settlement implementation is considered theoretically and empirically. Historical and contemporary civil wars selected from every continent illuminate the theoretical imperatives associated with implementing peace agreements.

332b,d. Advanced Seminar in Japanese Politics. Spring 2007. Henry C. W. Laurence.

Analyzes the political, social, and cultural underpinnings of modern politics, and asks how democracy works in Japan compared with other countries. Explores how Japan has achieved stunning material prosperity while maintaining the best healthcare and education systems in the world, high levels of income equality, and low levels of crime. Students are also instructed in conducting independent research on topics of their own choosing. (Same as **Asian Studies 332.**)

Prerequisite: **Asian Studies 282** or **Government 232.**

333b,d. Advanced Seminar in Chinese Politics. Spring 2006. Lance Guo.

Develops an understanding of the process of political change in China by exploring the various underlying driving forces such as marketization, globalization, social dislocation, rampant corruption, etc.; how these are reshaping the socioeconomic foundation of the party-state, compelling changes in governance structure and in the ways power is contested and redistributed; how the CCP's responses affect the outcome, and how it is transforming itself in the process of epic change. (Same as **Asian Studies 333.**)

337b,d. Advanced Seminar in Democracy and Development in Asia. Fall 2005. Henry C. W. Laurence.

Examines development from a variety of political, economic, moral, and cultural perspectives. Is democracy a luxury that poor countries can't afford? Are authoritarian governments better at promoting economic growth than democracies? Does prosperity lead to democratization? Are democratic values and human rights universal, or culturally specific? Emphasis on Japan, China, India, and the Koreas. (Same as **Asian Studies 337.**)

[341b. Advanced Seminar in Political Theory: Tocqueville.]

[345b. The Political Philosophy of German Idealism: Kant to Hegel.]

346b. Nietzsche. Spring 2006. Paul N. Franco.

An examination of the broad range of Nietzsche's thought with a special view to its moral and political implications. Readings include Nietzsche's major works, including *Thus Spoke Zarathustra*. May also consider various twentieth-century interpretations and appropriations of Nietzsche's philosophy.

361b. Advanced Seminar in International Relations: Conflict Simulation and Conflict Resolution. Spring 2006. Christian P. Potholm.

An upper-level interdisciplinary seminar on the nature of both international and national conflict. A variety of contexts and influence vectors are examined and students are encouraged to look at the ways conflicts can be solved short of actual warfare, as well as by it.

[363b. Advanced Seminar in International Relations: Law, Politics, and the Search for Justice.]

[366b. Theories of International Relations.]

367b. Activists, Terrorists and Stockbrokers: Non-State Actors and the Changing International System. Spring 2006. Gerald M. DiGiusto.

Examines the role of non-state actors in world politics. Though the state remains the predominant actor in world politics and the centerpiece of international relations theory, other actors such as non-governmental organizations, terrorist networks, and institutional investors exert an increasingly important influence on international political outcomes. Therefore, explores what implications the emergence of these actors has for established IR theory, which has often undervalued their importance. In particular, course discussions, readings, and assignments focus on whether and how the increased role of these actors — combined with the rise of new technologies — has resulted in changes in the structure of the international system, our conceptions and the sources of power and influence, and notions of sovereignty and political legitimacy.

401b–404b. Advanced Independent Study and Honors. The Department.

History

Professors: Daniel Levine, Allen Wells, *Chair*
Associate Professors: Paul Friedland†, Sarah F. McMahon**, Patrick J. Rael†, Susan L. Tananbaum
Assistant Professors: Dallas G. Denery II†, David Gordon, K. Page Herrlinger
Visiting Assistant Professor: Nicola Denzey
Adjunct Professor: Howard Solomon
Adjunct Assistant Professors: Charles C. Calhoun, Thomas Desjardin
Joint Appointment with Africana Studies: Associate Professor Randolph Stakeman*
Joint Appointments with Asian Studies: Professor Kidder Smith**,
Associate Professor Thomas Conlan, Assistant Professor Rachel Sturman
Joint Appointments with Environmental Studies: Assistant Professor Connie Y. Chiang,
Assistant Professor Matthew Klingle
Department Coordinator: Shauna Hyde

Requirements for the Major in History

The departmental offerings are divided into the following fields: Africa, East Asia, Europe, Latin America, South Asia, and the United States. Students may, with departmental approval, define fields that differ from those specified above.

The major consists of ten courses, distributed as follows:

1. A primary field of concentration, selected from the above list, in which at least four and no more than five courses are taken. No more than five courses in any region will count toward the major. At least one of the courses in the field of concentration must be a 300-level seminar or a 400-level advanced independent study taken at Bowdoin.

2. One intermediate seminar in any field of history, to be taken at Bowdoin, preferably by the end of the sophomore year. It is recommended that students complete at least one 200-level course prior to taking an intermediate seminar.

3. At least three courses taken from two of the following fields: Africa, East Asia, Latin America, or South Asia.

4. One pre-modern course.

5. No more than two courses numbered below 200 can be counted toward the major; these must be taken prior to the junior year. No more than one such course can count toward the field of concentration.

6. Students must obtain a minimum course grade of C- to receive credit toward the major.

7. Students may not count Credit/D/Fail courses toward the major.

8. Students participating in off-campus study may count no more than one history course per semester toward the history major. In exceptional cases, students may petition to receive credit for more than one course per semester toward the history major. In all cases, a maximum of three history courses taken away from Bowdoin can count toward the history major, but no more than two can count toward the field of concentration.

The program chosen to meet the requirements for the major in history must be approved by a departmental advisor. Before electing to major in history, a student should have completed or have in progress at least two college-level courses in history. In consultation with the departmental advisor, a student should plan a program that begins at either the introductory or the intermediate level and progresses to the advanced level.

With departmental approval, a student may receive credit toward the history major for college-level work in history at other institutions. This work may represent fields other than those that are available at Bowdoin. In the sophomore year, a student who anticipates study away from Bowdoin should discuss with the departmental advisor a plan for the history major that includes work at Bowdoin and elsewhere.

All history majors seeking departmental honors are required to enroll in at least one semester of the Honors Program (**History 451, 452**). Its primary requirement is the research and writing of the honors thesis. To be eligible to register for Honors, a student must have the equivalent of a B+ average in courses taken in the department and the approval of a thesis advisor.

History majors are encouraged to develop competence in one or more foreign languages and to use this competence in their historical reading and research. Knowledge of a foreign language is particularly important for students planning graduate work.

Requirements for the Minor in History

The minor consists of five courses. Three courses are to be taken in one field of concentration and two in a subsidiary field; both fields should be chosen from the list specified by the department for a major. Students may not count Credit/D/Fail courses toward the minor. Students participating in off-campus study may count no more than two history courses toward the history minor. This must be approved by a departmental advisor.

Curriculum

Although first-year seminars and 100-level courses are designed as introductory courses for students who have not taken college-level courses in history, first-year students and all non-majors may also enroll in any lecture course numbered 200–287.

Intermediate seminars, listed beginning on page 183, are not open to first-year students. Most of these seminars have a prerequisite of one history course.

Advanced seminars or Problems Courses, listed beginning on page 187, are open to history majors and minors and to other juniors and seniors with sufficient background in the discipline.

First-Year Seminars

The following seminars, designed for first-year students, are introductory in nature. They do not assume that students have a background in the period or the area of the particular seminar topic. The seminars introduce students to the study of historical methods, the examination of particular questions of historical inquiry, and the development of analytical skills in reading and writing. The seminars are based on extensive reading, class discussion, and multiple short, critical essays. Enrollment is limited to sixteen students in each seminar.

For a full description of first-year seminars, see pages 133–42.

10c. Monsters, Marvels, and Messiahs: Europe during the Age of Discovery. Spring 2007. Dallas Denery.

11c. Memoirs and Memory in American History. Spring 2007. Connie Chiang.

12c. Utopia: Intentional Communities in America, 1630–1997. Fall 2006. Sarah McMahon.

14c. The Thirties. Fall 2005. Daniel Levine.

15c. Frontier Crossings: The Western Experience in American History. Spring 2006. Matthew Klingle.

(Same as **Environmental Studies 15.**)

16c,d. Global Histories. Spring 2006. David Gordon.

20c. In Sickness and in Health: Public Health in Europe and the United States. Spring 2006. Susan L. Tananbaum.

(Same as **Gender and Women's Studies 20.**)

21c. Players and Spectators: History, Culture, and Sports. Fall 2006. Susan L. Tananbaum.

23c. Death in the Ancient World. Fall 2005. Nicola Denzey.

(Same as **Religion 23**.)

25c. The Civil War in Film. Spring 2007. Patrick Rael.

(Same as **Africana Studies 25**.)

27c. From Home Front to Frontline: Gender and War in the Twentieth Century. Fall 2005. Jill Massino.

(Same as **Gender and Women's Studies 27.**)

28c,d. Seekers' Lives. Fall 2005 and Spring 2007. Kidder Smith.

(Same as **Asian Studies 28.**)

Introductory, Intermediate, and Advanced Courses

For intermediate seminars **208, 209, 210, 211, 212, 228, 235, 247, 249, 253, 257, 259, 281, 285, 286,** and **288,** and advanced problems courses, see pages 187–88.

108c. History of Christianity, Judaism, and Islam to the Middle Ages. Spring 2006. Nicola Denzey.

An introductory course that focuses on the genesis, history, and interaction of three of the major "Western" religious traditions until the end of the Crusades. Attention will be paid to ideas of monotheism, gender and authority, domination and oppression, and lasting intellectual and religious legacies beyond the Middle Ages.

125c. Entering Modernity: European Jewry. Spring 2007. Susan L. Tananbaum.

Explores Jewish life through the lenses of history, religion, and ethnicity and examines the processes by which governments and sections of the Jewish community attempted to incorporate Jews and Judaism into European society. Through primary and secondary sources, lectures, films, and class discussions, surveys social and economic transformations of Jews, cultural challenges of modernity, varieties of modern Jewish religious expression, political ideologies, the Holocaust, establishment of Israel, and American Jewry.

126c. The Making of Modern Europe, 1848-1918. Spring 2006. Page Herrlinger.

Technological innovations of the nineteenth-century Industrial Revolution brought about dramatic transformations in virtually every sphere of European life, resulting in the birth of the modern mass society in which we still live today. This survey course explores the European fascination with industrial "progress," along with the possibilities it promised and the many new questions and problems that it raised. Concludes with an extensive examination of the First World War, which demonstrated not only the awesome power brought to man through modern technology, but also the equally awesome responsibilities that came along with it.

140c,d. War and Society. Fall 2006. Patrick Rael.

Explores the nature of warfare from the fifteenth century to the present. The central premise is that war is a reflection of the societies and cultures that wage it. This notion is tested by examining the development of war-making in Europe and the Americas from the period before the emergence of modern states, through the great period of state formation and nation building, to the present era, when the power of states to wage war in the traditional manner seems seriously undermined. Throughout, emphasis is placed on contact between European and non-European peoples. Students are required to view films every week outside of class.

142c. The United States since 1945. Spring 2006. Daniel Levine.

Consideration of social, intellectual, political, and international history. Topics include the Cold War; the survival of the New Deal; the changing role of organized labor; Keynesian, post-Keynesian, or anti-Keynesian economic policies; and the urban crisis. Readings common to the whole class and the opportunity for each student to read more deeply in a topic of his or her own choice.

180c,d. Living in the Sixteenth Century. Fall 2006. Thomas Conlan.

Examines the nature of state and society in an age of turmoil. Studies patterns of allegiances, ways of waging war, codes of conduct, and the social matrix of sixteenth-century Japan, based on primary and secondary sources. Kurosawa's masterpiece *Kage Musha* provides the thematic foundation for this course. (Same as **Asian Studies 180**).

201c. History of Ancient Greece: Bronze Age to the Death of Alexander. Spring 2006. Irene Polinskaya.

Surveys the history of Greek-speaking peoples from the Bronze Age (c. 3000–1100 B.C.) to the death of Alexander the Great in 323 B.C. Traces the political, economic, social, religious, and cultural developments of the Greeks in the broader context of the Mediterranean world. Topics include the institution of the *polis* (city-state); hoplite warfare; Greek colonization; the origins of Greek "science," philosophy, and rhetoric; and fifth-century Athenian democracy and imperialism. Necessarily focuses on Athens and Sparta, but attention is also given to the variety of social and political structures found in different Greek communities. Special attention is given to examining and attempting to understand the distinctively Greek outlook in regard to gender, the relationship between human and divine, freedom, and the divisions between Greeks and barbarians (non-Greeks). A variety of sources—literary, epigraphical, archaeological—are presented, and students learn how to use them as historical documents. (Same as **Classics 211**.)

[202c. Ancient Rome.]

203c. Magic, Mysteries, and Monuments in Ancient Greece. Fall 2005. Irene Polinskaya.

Explores the world of ancient Greek polytheism. Introduces students to the main dimensions of Greek religious life: civic religion, such as community worship in public sanctuaries; magic, as practiced by individuals; mystery cults, as a worshipping practice open only to the initiated. Using literary, artistic, and archaeological evidence, examines such aspects of Greek religion as animal sacrifice, building of temples, votive dedications, oracles, athletic games and religious festivals, myth-making and myth-telling, and use of magic. Studies aspects of religious life in relation to the social and political structures of the ancient Greek world. In addition to specific questions of ancient Greek worship, students address some general conceptual questions of religious studies: how we know what we know about religion, what religion is, and how we construct it. All readings of ancient sources are done in translation. (Same as **Classics 203.**)

205c. A History of the Body. Spring 2007. Dallas Denery.

Examines changing conceptions of the body and gender from early Christianity through the Baroque. Special attention is paid to the cult of relics, bodily practices in Catholic and Reformed Christianity, the body of God, and the body as object of scientific investigation.

207c. Medieval Europe. Fall 2006. Dallas Denery.

Examines the social, cultural, religious, and economic development of medieval Europe from the origins of Christianity to the beginnings of the Protestant Reformation. Particular attention is paid to the varying relations between church and state, the birth of urban culture and economy, institutional and popular religious movements, and the early formation of nation states.

History 213c,d. Gender and Revolution: Cross-Cultural Perspectives and Experience. Spring 2006. Jill Massino.

Examines how major upheavals such as revolution and social movements affect gender relations, gender identity, and women's everyday lives. Explores the French, Russian and Chinese Revolutions, the Fascist revolutions in Germany and Italy, the American Civil Rights Movement and anti-colonial movements, and the religious revolutions in Iran and Afghanistan, considering the manner in which political, social, economic, and cultural realms are gendered. Major questions to be addressed include: Why and to what extent do revolutionary ideologies appeal to women, both individually and as a group? What are the roles of women and men in revolutionary and social movements? What have been the net gains and losses for women as a consequence of revolution? Analyzes the ways in which race, class, ethnicity, and sexuality intersect with gender and are constituted by revolutionary discourse. (Same as **Gender and Women's Studies 213**.)

214c. History of the Late Roman Empire to the Early Middle Ages. Fall 2005. Nicola Denzey.

A survey of the "Transformation of the Roman World" from the economic and social crises of the third century and the fall of Rome to the rise of Charlemagne. Special emphasis is placed on late Roman historiography and the theme of continuities and change between center and periphery in interactions between Christians and pagans.

216c. The French Revolution. Spring 2007. Paul Friedland.

In the turbulent and violent years from 1789 to 1815, France experienced virtually every form of government known to the modern world. After a brief overview of the old regime, the focus turns to exploration of the politics of the Revolution, as well as Revolutionary culture in general (the arts, theater, songs, fashion, the cult of the guillotine, attitudes towards race and gender). Uses texts and images produced by the Revolutionaries themselves whenever possible.

218c. The History of Russia, 1825–1953. Fall 2006. Page Herrlinger.

Examines major transformations in Russian society, culture, and politics from 1825 to 1953. Among topics explored through novels, autobiographies, film, and other primary documents are: life in "Old Regime" Russia, attempts at reform and modernization in the late nineteenth century, the rise of the revolutionary movement and the Revolutions of 1905 and 1917, the building of socialism under the Bolsheviks, and the making of the modern "Soviet system" under Stalin.

[219c. Russia's Twentieth Century: Revolution and Beyond.]

221c. History of England, 1485–1688. Spring 2006. Susan L. Tananbaum.

A survey of the political, cultural, religious, social, and economic history of early modern England, from the reign of Henry VII, the first Tudor ruler, to the outbreak of the Glorious Revolution. Topics considered include the Tudor and Stuart monarchs, the Elizabethan Settlement, the English Civil War, Oliver Cromwell, and the Restoration.

223c. Modern Britain, 1837 to the 1990s. Fall 2006. Susan L. Tananbaum.

A social history of modern Britain from the rise of urban industrial society in the early nineteenth century to the present. Topics include the impact of the industrial revolution, acculturation of the working classes, the impact of liberalism, the reform movement, and Victorian society. Concludes with an analysis of the domestic impact of the world wars and of contemporary society.

224c. The Modern Middle East: The Arab-Israeli Conflict. Fall 2005. Susan L. Tananbaum.

A historical overview of the Middle East during the nineteenth and twentieth centuries, with particular emphasis on the Arab-Israeli conflict. Focuses on the disintegration of the Ottoman Empire, the role of Islam, British rule in the region, Palestine, Jewish and Arab nationalism, and the *intifada,* and ends with a discussion of peace initiatives.

227c. City and Landscape in Modern Europe: London, Paris, Vienna, Berlin. Fall 2005. Jill Pearlman.

Evolution of the built environment in four European cities from the mid-eighteenth century to the present. A variety of factors — geography, natural resources, politics, industrialization, transportation, planning, and architectural design — are considered as determinants of city form. Topics include the shaping of capital cities, housing parks, public spaces, boulevards and streets, urban infrastructure, and environmental problems. (Same as **Environmental Studies 227.**)

231c. Social History of Colonial America, 1607–1763. Fall 2005. Sarah McMahon.

A chronological survey of the founding and growth of the British colonies in North America. Explores the problems of creating a new society in a strange environment; the effects of various goals and expectations on the development of the thirteen colonies; the gradual transformation of European, Native American, and African cultures, and their combined contribution to a new, provincial, and regionally disparate American culture; and the later problems of colonial maturity and stability as the emerging American society outgrew the British imperial system.

232c. History of the American West. Fall 2006. Connie Chiang.

Survey of what came to be called the Western United States from the early sixteenth century to the present. Topics include Euro-American relations with Native Americans; the expansion and growth of the federal government into the West; the exploitation of natural resources; the creation of borders and national identities; race, class, and gender relations; the influence of immigration and emigration; violence and criminality; cities and suburbs; and the enduring persistence of the "frontier" myth in American culture. Students write several papers and engage in weekly discussion based upon primary and secondary documents, art, literature, and film. (Same as **Environmental Studies 232.**)

233c. American Society in the New Nation, 1763-1840. Fall 2006. Sarah McMahon.

A social history of the United States from the Revolution to the Age of Jackson. Topics include the social, economic, cultural, and ideological roots of the movement for American independence; the struggle to determine the scope of the Constitution and the shape of the new republic; the emergence of a new order and an American identity; and the diverging social, economic, and political histories of regions (North, South, and trans-Appalachian West) and peoples in the early to mid-nineteenth century.

234c. Lawn Boy Meets Valley Girl: Gender and the Suburbs. Fall 2007 or Spring 2008. Jennifer Scanlon.

The suburbs, where the majority of the nation's residents live, have been alternately praised as the most visible sign of the American dream and vilified as the vapid core of homogeneous Middle America. How did the "burbs" come about, and what is their significance in American life? This course will begin with the history of the suburbs from the mid-nineteenth century to the post-World War II period, exploring the suburb as part of the process of national urbanization. The second part of the course will explore more contemporary cultural representations of the suburbs in popular television, film, and fiction. Particular attention is paid to gender, race, and consumer culture as influences in the development of suburban life. (Same as **Gender and Women's Studies 235**.)

237c,d. The History of African Americans from 1865 to the Present. Spring 2007. Patrick Rael.

Explores the history of African Americans from the end of the Civil War to the present. Issues include the promises and failures of Reconstruction, the Jim Crow era, black leadership and protest institutions, African American cultural styles, industrialization and urbanization, the world wars, the Civil Rights Movement, and conservative retrenchment. (Same as **Africana Studies 237.**)

239c. Civil War and Reconstruction. Spring 2006. Thomas Desjardin.

What were the true causes of the war? Why did soldiers on both sides fight? What kind of leader was Abraham Lincoln? How did the war change the lives and roles of women? How did the post-war period affect race relations in the United States? Explores these and other questions in order to give students a background of knowledge and analystical skill about this critical period in United States history. Also examines the perceptions of the Civil War that have become part of our popular culture, and how historians, artists, novelists, and others have helped create these perceptions. (Same as **Africana Studies 239.**)

240c,d. Motown to Hip Hop: Black Culture and Society in the Post-Civil Rights Era. Spring 2006. Randolph Stakeman.

A look at the relationship between music and social conditions from the apex of the Civil Rights Movement in 1963 to the present. Considers both the political economy of music production and the cultural meanings of the music and its relation to social conditions. (Same as **Africana Studies 205.**)

Prerequisite: Previous course in Africana studies or history.

242c. Environment and Culture in North American History. Every year. Spring 2006. Matthew Klingle.

Explores relationships between ideas of nature, human transformations of the environment, and the effect of the physical environment upon humans through time in North America. Topics include the "Columbian exchange" and colonialism; links between ecological change and race, class, and gender relations; the role of science and technology; literary and artistic perspectives of "nature"; agriculture, industrialization, and urbanization; and the rise of modern environmentalism. Assignments include a research-based service learning term project. (Same as **Environmental Studies 203.**)

Prerequisite: **Environmental Studies 101** or permission of the instructor.

243c. The Civil Rights Movement. Fall 2005. Daniel Levine.

Concentrates on the period from 1954 to 1970 and shows how various individuals and groups have been pressing for racial justice for decades. Special attention is paid to social action groups ranging from the NAACP to the SNCC, and to important individuals, both well known (Booker T. Washington) and less well known (John Doar). Readings mostly in primary sources. Extensive use of the PBS video series "Eyes on the Prize." (Same as **Africana Studies 241**.)

244c. City, Anti-City, and Utopia: Building Urban America. Fall 2006. Jill Pearlman.

Explores the evolution of the American city from the beginning of industrialization to the present age of mass communications. Focuses on the underlying explanations for the American city's physical form by examining cultural values, technological advancement, aesthetic theories, and social structure. Major figures, places, and schemes in the areas of urban design and architecture, social criticism, and reform are considered. (Same as **Environmental Studies 244**.)

245c. Bearing the Untold Story: Gender, Race, and Ethnicity in the United States. Fall 2005. Jennifer Scanlon.

Women of color are often ignored or pushed to the margins. There is a cost to that absence, obviously, for women of color. As Zora Neale Hurston put it, "There is no agony like bearing an untold story inside you." There is also a cost to those who are not women of color, as women of color are encountered as objects, rather than subjects. Addresses the gaps and explores the histories and contemporary issues affecting women of color and their ethnic/racial communities in the United States. (Same as **Africana Studies 245** and **Gender and Women's Studies 245.**)

246c. Women in American History, 1600–1900. Spring 2007. Sarah McMahon.

A social history of American women from the colonial period through the nineteenth century. Examines the changing roles and circumstances of women in both public and private spheres, the recurring conflict between the ideals of womanhood and the realities of women's experience, and focuses on family responsibilities, paid and unpaid work, religion, education, reform, women's rights, and feminism. Within these topics, class, ethnic, religious and racial differences—as well as common experiences and concerns—are explored.

248c. Family and Community in American History, 1600-1900. Fall 2007. Sarah McMahon.

Examines the social, economic, and cultural history of American families, and the changing relationship between families and their kinship networks, communities, and the larger society. Topics include gender relationships; racial, ethnic, and class variations in family and community ideals, structures, and functions; the purpose and expectations of marriage; philosophies of child-rearing; organization of work and leisure time; and the effects of industrialization, urbanization, immigration, and social and geographic mobility on patterns of family life and community organization.

252c,d. Colonial Latin America. Fall 2006. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **Latin American Studies 252**.)

255c,d. Modern Latin America. Fall 2005. Allen Wells.

Traces the principal economic, social, and political transformations in Latin America from the wars of independence to the present. Focuses on the national trajectories of Mexico, Cuba, Peru, Brazil, Argentina, and Chile, with some attention to the countries of Central America. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems; the politics of state-building, reform, and revolution; industrialization and class formation; military regimes and foreign intervention; and the emergence of social movements. (Same as **Latin American Studies 255**.)

256c,d. Environment and Society in Latin America. Spring 2007. Allen Wells and Nathaniel Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development; colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **Environmental Studies 256** and **Latin American Studies 256.**)

258c,d. Latin American Revolutions. Spring 2006. Allen Wells.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four cases of attempted revolutionary change—Cuba, Chile, Nicaragua, and Guatemala. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country's historical development. (Same as **Latin American Studies 258**.).

261c,d. Modern South Asia. Fall 2005. Rachel Sturman.

Chronological and thematic introduction to the history of South Asia from the rise of British imperial power in the mid-eighteenth century to the present. Topics include the formation of a colonial economy and society; religious and social reform; the emergence of anti-colonial nationalism; the road to independence and partition; and issues of secularism, religious fundamentalisms, democracy, and inequality that have shaped post-colonial South Asian societies. (Same as **Asian Studies 256.**)

262c,d. Village to Kingdom: Africa and the Atlantic World, 1400-1880. Fall 2005. David Gordon.

A survey of historical developments before conquest by European powers, with a focus on west and central Africa. Explores the political, social and cultural changes that accompanied the intensification of Atlantic Ocean trade and revolves around a controversy in the study of Africa and the Atlantic World: What influence did Africans have on the making of the Atlantic World, and in what ways did Africans participate in the slave trade? How were African identities shaped by the Atlantic World and by the slave plantations of the Americas? The course ends by considering the effects of Abolition on Africa. (Same as **Africana Studies 262.**)

263c,d. Politics and Popular Culture in Twentieth-Century India. Spring 2006. Rachel Sturman.

Examines the new forms of politics and of popular culture that shaped twentieth-century modernity in India. Topics include the emergence of mass politics, ideologies of nationalism and communalism, the partition of the subcontinent and communities of violence, urbanization and the creation of new publics, modern visual culture, democracy, caste, gender and social movements, and the politics of development. Focuses on the relationship between new socio-political forms and new technologies of representation and communication. (Same as **Asian Studies 258.**)

History 264c,d. Conquest, Colonialism, and Independence: Africa since 1880. Spring 2006. David Gordon.

Focuses on conquest, colonialism, and its legacies in sub-Saharan Africa; the violent process of colonial pacification, examined from European and African perspectives; the different ways of consolidating colonial rule and African resistance to colonial rule, from Maji Maji to Mau Mau; and African nationalism and independence, as experienced by Africa's nationalist leaders, from Kwame Nkrumah to Jomo Kenyatta, and their critics. Concludes with the limits of independence; mass disenchantment, the rise of the predatory, post-colonial state, and the wars of the Great Lakes and Sudan. (Same as **Africana Studies 264.**)

[266c,d. African History to 1850.]

[267c,d. Africa since 1850.]

268c,d. Asian American History, 1850-Present. Fall 2005. Connie Chiang.

Surveys the history of Asian Americans from the mid-nineteenth century to the present. Explores the changing experiences of Asian immigrants and Asian Americans within the larger context of American history. Major topics include immigration and migration, race relations, anti-Asian movements, labor issues, gender relations, family and community formation, resistance and civil rights, and representations of Asian Americans in American popular culture. Readings and course materials include scholarly essays and books, primary documents, novels, memoirs, and films.

[271c,d. The Material Culture of Ancient China.]

[272c,d. Cosmic Sexualities in East and South Asian Cultures.]

273c,d. A Social History of Shamanism in East Asia. Fall 2005. Kidder Smith.

What kinds of societies foster shamanic practice? How do variant social structures give rise to analytically similar religious activity? Studies the cultures of Siberia, ancient China, medieval Japan, and premodern Tibet against the larger patterns of shamanic practices in other parts of the world. (Same as **Asian Studies 273**.)

Prerequisite: Any one of the following: **Asian Studies/History 28, Asian Studies 81, Asian Studies/History 272, Asian Studies/History 276, Religion 101,** or permission of the instructor.

274. Chinese Poetry and Society. Spring 2007. Kidder Smith.

Examines Chinese poetry from early times through its great flourishing in the Tang dynasty (618–906), situating it in its social, political, and religious contexts. Students who have previously enrolled in this course cannot repeat the course for credit. (Same as **Asian Studies 274.**)

[276c,d. A History of Tibet.]

278c,d. Medieval China. Fall 2006. Kidder Smith.

Studies the multiple cultures of Tang China (a.d 609-916), asking: What are the values of this cosmopolitan, multi-ethnic empire? What is original Buddhism, and how is it related to the Chinese development of Chan (Zen)? How do we comprehend the varieties of Tang cultural expression? (Same as **Asian Studies 278.**)

279c. Historical Construction of Sexuality: Themes in European Lesbian and Gay History. Fall 2005. Howard Solomon.

A historical survey of lesbians and gay men in European culture, and the changing relationships of heterosexuality, homosexuality, and bisexuality, with special attention to the period 1750-1980. Selected topics include: pre-eighteenth century patterns of same-sex behavior and identity; the impact of medicine, science, and psychoanalysis upon theories of gender and sexuality; early homophile movements; normative masculinity and femininity pre-World War I; the relationship of race, class, and colonialism to lesbian and gay identity; homosexuals, democracy, and fascism during World War II; "Gay Liberation" from World War II to the AIDS epidemic. (Same as **Gender and Women's Studies 279**.)

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

283c,d. The Origins of Japanese Culture and Civilization. Fall 2005 and Fall 2006. Thomas Conlan.

How do a culture, a state, and a society develop? Designed to introduce the culture and history of Japan by exploring how "Japan" came into existence, and to chart how patterns of Japanese civilization shifted through time. Attempts to reconstruct the tenor of life through translations of primary sources, and to lead to a greater appreciation of the unique and lasting cultural and political monuments of Japanese civilization. (Same as **Asian Studies 283.**)

284c,d. The Emergence of Modern Japan. Spring 2006 and Spring 2007. Thomas Conlan.

What constitutes a modern state? How durable are cultures and civilizations? Examines the patterns of culture in a state that managed to expel European missionaries in the seventeenth century, and came to embrace all things Western as being "civilized" in the mid-nineteenth century. Compares the unique and vibrant culture of Tokugawa Japan with the rapid program of industrialization in the late nineteenth century, which resulted in imperialism, international wars, and ultimately, the post-war recovery. (Same as **Asian Studies 284.**)

Intermediate Seminars

The following seminars offer the opportunity for more intensive work in critical reading and discussion, analytical writing, library or archival research, and thematic study than is available in the intermediate (200-level) lecture courses. They are intended for majors and non-majors alike, but, because they are advanced intermediate courses, they assume some background in the discipline and may require previous course work in history or the permission of the instructor (see individual course descriptions for prerequisites). Enrollment is limited to sixteen students. The intermediate seminars are not open to first-year students. They do not fulfill the history major requirement for a 300-level seminar.

210c. Modernity and Its Critics. Spring 2007. Paul Friedland.

Seminar. Explores the concept of modernity through the eyes of its greatest critics. Authors read include Rousseau, Burke, Dostoevsky, Nietzsche, Marx, Weber, Kafka, Freud, Benjamin, Adorno, Horkheimer, and Foucault.

211c. Holocaust: History and Historiography. Fall 2005. Susan L. Tananbaum.

Seminar. Explores several topics in the history of the Holocaust. Considers the European context and Jewish life in Europe on the eve of World War II. In particular, reviews historical debates in order to understand differing interpretations of the past. Topics include anti-Semitism, responses of surrounding populations, Jewish leadership, resistance, and the role of the Church.

Prerequisite: Previous course in European or Jewish history, or permission of the instructor.

History 212c. Women's History from the Roman Empire to the Middle Ages (200-1200 c.e.). Spring 2006. Nicola Denzey.

Seminar. A history of women and the private life in Western Europe, with an emphasis on Italy, France, and Germany. Studies the impact of gender on both domestic and political worlds. Explores the economic and practical options and contributions of women, the rise of women's spirituality, and discusses the different possibilities for women according to social status and class. (Same as **Gender and Women's Studies 211.**)

215c. The Red World: Socialism as Imagined and Lived in Russia, 1905-1936. Spring 2006. Page Herrlinger.

Seminar. The Russian Revolution of 1917 gave hope to socialist workers and intellectuals throughout Europe who had long dreamed of turning the modern capitalist world upside down and founding a new social order based on the equality and dignity of all working people and the elimination of private property. Looks closely at the Soviet people's efforts to realize the imagined socialist utopia by revolutionizing all aspects of contemporary society including labor relations, family life and gender roles, the arts, the law, and education. Discussions are based on a wide range of texts and films from the 1920s and '30s.

217c. The German Experience, 1918-1945. Fall 2006. Page Herrlinger.

Seminar. An in-depth inquiry into the troubled course of German history during the Weimar and Nazi periods. Among the topics explored are the impact of the Great War on culture and society in the 1920s; the rise of National Socialism; the role of race, class, and gender in the transformation of everyday life under Hitler; forms of persecution, collaboration, and resistance during the third Reich; Nazi war aims and the experience of war on the front and at "home," including the Holocaust.

226c. The City as American History. Fall 2005. Matthew Klingle.

Seminar. America is an urban nation today, yet Americans have had deeply ambivalent feelings toward the city over time. Explores the historical origins of that ambivalence by tracing several overarching themes in American urban history from the seventeenth-century to the present. Topics include race and class relations, labor, design and planning, gender and sexual identity, immigration, politics and policy, scientific and technological systems, violence and crime, religion and sectarian disputes, and environmental protection. Discussions revolve around these broad themes, as well as regional distinctions between American cities. Students are required to write several short papers and one longer paper based upon primary and secondary sources.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

235c. Green Injustice: Environment and Equity in North American History. Fall 2005. Matthew Klingle.

Seminar. Examines the historical foundations of environmental racism and environmental justice in North America. Students investigate how tensions between inclusion and exclusion through time have blurred the boundaries between nature and culture. Explores such topics as the expulsion of Native Americans from public lands; agriculture and antebellum slavery; immigration, disease, and the rise of public health and urban planning; the impact of weeds and invasive species upon community relations in the West; the role of science and technology in defining environmental and social problems; class conflict and conservation policy; and the transnational dimensions of pollution. (Same as **Environmental Studies 235**.)

238c. Reconstruction. Fall 2006. Patrick Rael.

Seminar. Close examination of the decade following the Civil War. Explores the events and scholarship of the Union attempt to create a biracial democracy in the South following the war, and the sources of its failure. Topics include wartime Reconstruction, the Ku Klux Klan, Republican politics, and Democratic Redemption. Special attention is paid to the deeply conflicted ways historians have approached this period over the years. (Same as **Africana Studies 238**.)

239c,d. Violence and Memory in Twentieth-Century India. Spring 2006. Rachel Sturman.

Seminar. Examines narratives of violence and remembrance across literary, historical, filmic, and other genres to consider the ways in which people have attempted to come to terms with, and create a language and a history for, the experience of violence in modern India. Key issues include: Gandhi's efforts to develop a theory and practice of non-violence; the experience of massive religious violence, often considered ethnic cleansing or genocide, that accompanied the end of British colonial rule and the partition of the subcontinent to form the independent nations of India and Pakistan in 1947; and the recent proliferation of religious violence and caste- and gender-based atrocities, as well as state-sponsored violence in the post-colonial era. (Same as **Asian Studies 239.**)

247c. Maine: A Community and Environmental History. Spring 2007. Sarah McMahon.

Seminar. Examines the evolution of various Maine social and ecological communities—inland, hill country, and coastal. Begins with the contact of European and Native American cultures, examines the transfer of English and European agricultural traditions in the seventeenth and eighteenth centuries, and explores the development of diverse geographic, economic, ethnic, and cultural communities during the nineteenth and into the early twentieth centuries. (Same as **Environmental Studies 247.**)

Prerequisite: Previous course in history or permission of the instructor.

249c. History of Women's Voices in America. Spring 2008. Sarah McMahon.

Seminar. Examines women's voices in America from 1650 to the twentieth century, as these emerged in private letters, journals, and autobiographies; poetry, short stories, and novels; essays, addresses, and prescriptive literature. Readings from the secondary literature provide a historical framework for examining women's writings. Research projects focus on the form and content of women's literature and the ways that it illuminates women's understandings, reactions, and responses to their historical situation. (Same as **Gender and Women's Studies 249.**)

Prerequisite: Previous course in history.

250c. California Dreamin': A History of the Golden State. Spring 2006. Connie Chiang.

Seminar. Sunshine, beaches, shopping malls, and movie stars are the popular stereotypes of California, but social conflicts and environmental degradation have long tarnished the state's golden image. Unravels the myth of the California dream by examining the state's social and environmental history from the end of Mexican rule and the discovery of gold in 1848 to the 2003 election of Arnold Schwarzenegger. Major topics include immigration and racial violence, radical and conservative politics, extractive and high tech industries, environmental disasters, urban, suburban, and rural divides, and California in American popular culture. (Same as **Environmental Studies 250.**)

253c,d. Land and Labor in Latin America. Spring 2007. Allen Wells.

Seminar. Examines some of the most significant conceptual problems related to Latin American agrarian history. Topics include pre-Colombian land and labor patterns; haciendas and plantations; slavery, debt peonage, and other forms of coerced labor; and the role of family elite networks throughout the region. (Same as **Latin American Studies 253.**)

254c,d. Contemporary Argentina. Fall 2005. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **Latin American Studies 254**.)

259c,d. History of Sexuality, Gender, and the Body in South Asia. Fall 2005. Rachel Sturman.

Seminar. Explores changing conceptions of the body, sexuality and gender in South Asia, with a focus on modern formations since the late eighteenth century. Topics include: practices of female seclusion; ideas of purity, pollution, and the care of the self; religious renunciation and asceticism; the erotics of religious devotion; theories of desire; modern conjugality; and the emergence of a contemporary lesbian/gay/queer movement. (Same as **Asian Studies 237** and **Gender and Women's Studies 259.**)

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

269c,d. After Apartheid: South African History and Historiography. Fall 2005. David Gordon.

An investigation into the varied representations and uses of the past in South Africa. Studies the rise and fall of apartheid and the changing academic and popular representations of South Africa's past. Explores themes of identity and memory from the perspective of South Africa's various peoples, partly through the reading of biographies and memoirs, ranging from the life of Nelson Mandela to that of a struggling sharecropper. Ends with the difficulties in developing a critical and conciliatory version of the past in post-apartheid South Africa during and after the Truth and Reconciliation Commission. (Same as **Africana Studies 269.**)

[281c,d. The Courtly Society of Heian Japan.]

[285c,d. Conquests and Heroes.]

286c,d. Japan and the World. Fall 2005. Thomas Conlan.

Seminar. Explores Japan's relations with China, Korea, and Europe in premodern and modern contexts. Also explores larger issues of state identity and culture in East Asia. (Same as **Asian Studies 286.**)

287c,d. Kingship in Comparative Perspective. Spring 2007. Thomas Conlan.

Seminar. What makes a king? How does one characterize or define sovereign authority and to what degree is this culturally specific? Explores the nature of kingship through a comparative perspective, contrasting Buddhist and Confucian notions of kingship and sovereignty. The focus is on Asia (South Asia, China, and Japan), although further insight is provided through comparisons with medieval Europe. (Same as **Asian Studies 287.**)

Advanced Seminars

The 300-level problems courses in history engage students in the close investigation of certain historical "problems." Following a critical reading and discussion of representative primary and secondary sources, with attention to issues of methodology and interpretation, students develop an independent, primary research topic related to the central problem of the course, which culminates in an analytical essay of substantial length. Sufficient background in the discipline and field is assumed, the extent of it depending on whether these courses build upon courses found elsewhere in the history curriculum. Enrollment is limited to sixteen students. Majors in fields other than history are encouraged to consider these seminars.

Problems in European History

307c. Topics in Medieval and Early Modern European History. Fall 2006. Dallas Denery.

A research seminar for majors and interested non-majors focusing on Medieval and Early Modern Europe. After an overview of recent trends in the historical analysis of this period, students pursue research topics of their own choice, culminating in a significant piece of original historical writing (approximately 30 pages in length).

311c. Experiments in Totalitarianism: Nazi Germany and Soviet Russia. Fall 2005. Page Herrlinger.

Compares and contrasts the nature of society and culture under two of this century's most "totalitarian" regimes — fascism under the Nazis in Germany, and socialism under the Bolsheviks in the Soviet Union. Prior course work in either modern Germany or Russia is strongly recommended, and students may focus their research project on either country, or a comparison of both.

Problems in British History

[322c. Race, Gender, and Ethnicity in British and European Society.]

Problems in American History

329c. The Growth of the Welfare State in Britain and America: 1834 to the Present. Spring 2006. Daniel Levine.

A study in the comparative history of the ideology and institutions of the welfare state in two countries that are similar in some ways but quite different in others. Readings in laws, legislative debates, ideological statements, and economic and sociological analysis. A research paper from primary documents is required.

[330c. Twentieth-Century United States Social and Cultural History.]

332c. Community in America, 1600–1900. Fall 2005. Sarah McMahon.

Explores the ideals and the social, economic, and cultural realities of community in American history, focusing on change, continuity, and racial, ethnic, and socio-economic diversity in community experience. Examines the formation of new communities on a "frontier" that began on the Atlantic seaboard and gradually moved westward across the continent; the attempts to create alternative communities either separate from or contained within established communities; and the changing face of community that accompanied cultural diversity, expansion, modernization, urbanization, and suburbanization.

Problems in Latin American History

351c,d. The Mexican Revolution. Spring 2006. Allen Wells.

An examination of the Mexican Revolution (1910–1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution, agrarian reform, U.S.-Mexican relations, immigration and other border issues. (Same as **Latin American Studies 352.**)

[354c,d. Problems of Underdevelopment in Latin America.]

356 c,d. The Cuban Revolution. Fall 2006. Allen Wells.

The Cuban Revolution recently celebrated its fortieth anniversary. Offers a retrospective of a revolution entering "middle age" and its prospects for the future. Topics include United States–Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **Latin American Studies 356.**)

Problems in Asian History

370c,d. Problems in Chinese History. Fall 2006. Kidder Smith.

Reviews the whole of Chinese history. Students develop their research skills and write a substantial research paper. Primarily for seniors. (Same as **Asian Studies 370.**)

380c,d. The Warrior Culture of Japan. Spring 2006. Thomas Conlan.

Explores the "rise" of the warrior culture of Japan. In addition to providing a better understanding of the judicial and military underpinnings of Japan's military "rule" and the nature of medieval Japanese warfare, shows how warriors have been perceived as a dominant force in Japanese history. Culminates in an extended research paper. (Same as **Asian Studies 380.**)

Prerequisite: **History 283, History 284** or permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study. The Department.

451c, 452c. Honors Seminar. Every year. The Department.

Interdisciplinary Studies

Interdisciplinary Studies 220. Leaders and Leadership. Spring 2006. Angus S. King.

A study of the concept, principles, practice, and significance of leadership. Content is presented through case studies intended to illustrate and illuminate various characteristics of leaders and their constituencies. Abraham Lincoln, Harriet Tubman, Joshua Chamberlain, Margaret Thatcher, Pope John XXIII, Adolph Hitler, and Ernest Shackleton are among those studied. "An army of deer led by a lion is more to be feared than an army of lions led by a deer."

Interdisciplinary Majors

A student may, with the approval of the departments concerned and the Recording Committee, design an interdisciplinary major to meet an individual, cultural, or professional objective.

Bowdoin has nine interdisciplinary major programs that do not require the approval of the Recording Committee because the departments concerned have formalized their requirements. These programs are in art history and archaeology, art history and visual arts, chemical physics, computer science and mathematics, English and theater, Eurasian and East European studies. geology and chemistry, geology and physics, and mathematics and economics. A student wishing to pursue one of these majors needs the approval of the departments concerned.

Art History and Archaeology

Requirements

1. **Art History 101; one of 212, 213, 214, or 215; 222;** and one of **Art History 302** through **388; Archaeology 101, 102,** and any three additional archaeology courses, at least one of which must be at the 300 level.
2. Any two art history courses numbered **10** through **388.**
3. One of the following: **Classics 101, 211, 212,** or **291** (Independent Study in Ancient History); **Philosophy 111;** or an appropriate course in religion at the 200 level.
4. Either **Art History 401** or **Archaeology 401.**

Art History and Visual Arts

Requirements

1. Art History: **101;** one non-Eurocentric course numbered 103 or higher; four additional courses numbered 200 or higher; and one 300-level seminar.
2. Visual Arts: **150, 160,** and either **250** or **260;** and three additional courses in visual arts, at least one of which must be numbered 270 or higher.

Chemical Physics

Requirements

1. **Chemistry 109, 251; Mathematics 161, 171,** and **181; Physics 103, 104,** and **229.**
2. Either **Chemistry 252** or **Physics 310.**
3. Two courses from **Chemistry 254, 310, 340,** or approved topics in **401 or 402; Physics 251, 256, 320,** or approved topics in **401, 402, 451** or **452.** At least one of these must at the 300 level or above. Other possible electives may be feasible; interested students should check with the departments.

Computer Science and Mathematics

Requirements

1. **Computer Science 107** and **210.**
2. **Mathematics 181** and **200**.
3. **Computer Science 231** and **289.**
4. Two additional Computer Science courses from: **250,** any 300-level, and **401.**
5. Three additional Mathematics courses from: **224, 225, 244, 249, 262, 264, 288,** and **401.**

Independent study (**291**) may be applied to the major upon approval of the appropriate department.

English and Theater

The interdisciplinary major in English and theater focuses on the dramatic arts, broadly construed, with a significant emphasis on the critical study of drama and literature. Students of English and theater may blend introductory and advanced course work in both fields, while maintaining flexibility in the focus of their work. Honors theses in English and theater are listed as honors in English and theater, rather than in either field individually. Students completing an honors project should be guided by faculty in both fields. Students who decide to take this major are encouraged to work with advisors in both fields. Students wishing to study abroad are allowed to count two courses in approved study away programs such as the National Theater Institute, or elsewhere toward the requirements for the major.

Requirements

1. An English first-year seminar or 100-level course, preferably **English 106.**
2. One 100-level theater course, preferably **Theater 101.**
3. Three theater courses from the following: **120, 130, 140, 150, 203, 220, 235, 260,** or **270**.
4. One course from **English 210, 211**, or **212**; one course from **English 223** or **230**.
5. One course in modern drama, either **English 262**, or its equivalent in another department, such as **French 315**.
6. One 300-level course in theater, and one 300-level English seminar.
7. One elective in English and one elective in theater or dance at the 200 level or higher.

Eurasian and East European Studies

The interdisciplinary major in Eurasian and East European Studies combines the study of the Russian language with related courses in anthropology, economics, German, government, history, music, and gender and women's studies. The major emphasizes the common aspects of the geo-political area of Eurasia and East Europe, including the European and Asian countries of the former USSR, East Central Europe, and the Balkans. The Eurasian and East European Studies (EEES) major allows students to focus their study on one cultural, social, political or historical topic, illuminating the interrelated linkages of these countries.

In the past, students studying Russian have had double majors in the above disciplines. This major combines these fields into a study of one common theme, in order to provide a multidisciplinary introduction to the larger region, while allowing for an in-depth study of the student's specific geographical area of choice. EEES independent study allows an interested student to work with a faculty member(s) in order to merge introductory and advanced course work into a focused and disciplined research project. Course work in the Russian language or other regional languages is expected to start as early as possible in the student's academic career.

Careful advising and consultation with EEES faculty members is essential to plan a student's four-year program, taking into consideration course prerequisites, the rotation of courses, and/or sabbatical or research leaves. Independent study allows a student to conduct interdisciplinary research under the careful guidance of two or more advisers or readers.

Requirements

1. Two years of Russian (**Russian 101, 102, 203, 204**), or the equivalent in another language (i.e., Bulgarian, Polish, Serbian/Croatian, etc.).
2. Four courses from the concentration core courses after consultation with EEES faculty. At least one course should be at the 200 level and one at the 300 level or above. Upon petition to EEES faculty, a student completing the EEES concentration can satisfy the requirement by substituting a course from the complementary list of Russian courses (listed below) or through independent studies in those cases in which: 1) faculty members are on sabbatical leave, 2) the course is not rotated often enough, 3) a course is withdrawn (as when a faculty member leaves), and/or 4) a new, related course is offered on a one-time-only basis.
3. Any two courses outside the EEES concentration to be selected from the complementary list below, one at the 200 and one at the 300 level, or above. With approval of an EEES faculty member, requirements (2) and (3) may be fulfilled in part by an independent study in the concentration or in the area of complementary courses.
4. Only one introductory course or first-year seminar may count toward the major.
5. An honors project in either concentration requires two semesters of independent study for a total of 11 courses in the major. EEES offers three levels of honors.
6. Off-campus study at an approved program is strongly recommended. Up to three courses in an approved program may be counted toward the major.
7. If students choose a double major in EEES and Russian, only the first two years of language (**Russian 101, 102, 203,** and **204**) may be double counted. No other courses may be double counted.

EEES Concentration Core and Complementary Courses beyond Russian 204

A. Concentration in Russian/East European Politics, Economics, History, Sociology, and Anthropology.

Core courses:

Anthropology 246 Peoples and Societies of the Balkans
Economics 221 Marxian Political Economy
Government 230 Post-Communist Russian Politics and Society
History 218 The History of Russia, 1825–1953
[History 219 Russia's Twentieth Century: Revolution and Beyond]
History 311 Experiments in Totalitarianism: Nazi Germany and Soviet Russia
[Gender and Women's Studies 218 Sex and Socialism: Gender and Political Ideologies of the Twentieth Century]
Gender and Women's Studies 227 Women and World Development

B. Complementary courses in Eurasian and East European Literature and Culture:

German 51 The Literary Imagination and the Holocaust
German 317 German Literature since 1945
German 321 Before and After the Wall: East German Traditions in Literature, Culture, and Film
German 398 Colors: Signs of Ethnic Difference 1800/1900/2000

Music 273 Chorus (when content applies)
Music 274 Chorus (when content applies)
Russian 21 The Culture of Nationalism
[Russian 212 Fantasy, Satire, and Science Fiction: Making Sense of the Absurd in a Totalitarian World]
[Russian 215 Russia, the Slavs, and Europe]
Russian 220 Nineteenth-Century Russian Literature
Russian 221 Soviet Worker Bees, Revolution, and Red Love in Russian Film
[Russian 222 Women in Russian Society and Culture]
Russian 224 Dostoevsky or Tolstoy
Russian 225: Post-Soviet Cinema and Literature
[Russian 251 Central Asia through Film and Literature]

Courses in Russian:
Russian 307 Russian Folklore
Russian 309 Nineteenth-Century Russian Literature
Russian 310 Modern Russian Literature
Russian 316 Russian Poetry

Geology and Chemistry

Requirements

1. **Chemistry 109** and four courses from the following: **Chemistry 210, 225, 226, 240, 251,** and approved advanced courses.
2. **Geology 101, 202,** and **262.**
3. Two courses from the following: **Geology 220, 260,** and **275.**
4. **Physics 103** and **Mathematics 161** and **171.**

There are many different emphases a student can give to this major, depending on his or her interests. For this reason, the student should consult with the geology and chemistry departments in selecting electives.

Geology and Physics

Requirements

1. **Chemistry 109, 119,** or **159; Geology 101, 202, 241, 265; Mathematics 161, 171; Physics 103, 104,** and **223.**
2. Either **Physics 255** or **300.**
3. Three additional courses, 200-level or above, in geology and/or physics.

Mathematics and Economics

Requirements

1. Six courses in mathematics as follows:
Mathematics 181, 222, 225, 265; and two of **Mathematics 224, 249, 264, 304.**
2. Either **Computer Science 210** or **Mathematics 244** or **255** or **305.**
3. Four courses in economics with a grade of C- or better, as follows: **Economics 255, 256, 316,** and one other 300-level course.

Latin American Studies

Administered by the Latin American Studies Committee; Enrique Yepes, *Chair*
(See committee list, page 327.)

Latin American Studies is an integrated interdisciplinary program that explores the cultural heritage of Mesoamerica, the Caribbean, and South America. Its multidisciplinary approach is designed to bring the scholarly methods and perspectives of several disciplines together in fostering increased understanding of Latin America's history, political and economic realities, cultural diversity, and a range of aesthetic expression. Competence in Spanish (or another appropriate language such as French or Portuguese, with the approval of the administering committee) is required, and it is recommended that students participate in a study-away program in Latin America.

Requirements for the Major in Latin American Studies

The major in Latin American Studies consists of nine courses, including the following:

1. **Latin American Studies 207, Latin American Cultures** (Same as **Spanish 207**).
2. Two of the following courses:
    a. **Latin American Studies 252, Colonial Latin America** (Same as **History 252),** or **Latin American Studies 255, Modern Latin America** (Same as **History 255).**
    b. A 200-level course in anthropology or sociology focused on Latin America.
3. A concentration of four additional courses centered on a particular geographic region (Andean region, Caribbean, Mesoamerica, Southern Cone, etc.) or theme (colonization, cultural hybridity, indigenous cultures, globalization, development issues, gender relations, etc.) The four-course concentration will be selected by each major in consultation with the faculty in Latin American Studies. The courses for the concentration should be primarily at the 200- or 300-level.
4. An elective course in Latin American Studies, outside of the student's area of concentration.
5. In the senior year, each major will have the option of completing:
    a. a one- or two-semester independent study project or honors thesis, or
    b. a 300-level seminar approved for Latin American Studies credit.

A maximum of three courses from Bowdoin-approved off-campus study programs may count toward the major with the approval of the administering committee. Courses in which D and Credit/D/Fail grades are received will not count toward the major.

Requirements for the Minor in Latin American Studies

The minor consists of at least one course at Bowdoin beyond **Spanish 204; Latin American Studies 255**; **Modern Latin American History**; and three additional courses, two of which must be outside the student's major department. Independent studies can meet requirements for the minor only with the approval of a written prospectus of the project by the administering committee. Courses in which D and Credit/D/Fail grades are received will not count toward the minor.

Program Honors

Students contemplating honors candidacy must have established records of A and B in program course offerings and present clearly articulated proposals for scholarly research. Students must prepare and defend an honors thesis before a program faculty committee.

Courses That Satisfy Requirements for the Program:

Students may choose from the following list of courses to satisfy the requirements for the major or minor in Latin American Studies. For full course descriptions and prerequisites, see individual course listings, or the respective departmental course listings.

Latin American Studies 228b,d. Discourses of Emotion.
Latin American Studies 242c,d. Intermediate Topics in Ethnomusicology: Caribbean Music.
[Latin American Studies 350c,d. Caribbeans.]
Latin American Studies 401c,d.–402c,d.
[Anthropology 229b,d. Maya Archaeology and Ethnohistory.]
Anthropology 237b,d. Family, Gender, and Sexuality in Latin America.
Anthropology 238b,d. Culture and Power in the Andes.
Art History 130c,d. Introduction to Art from Ancient Mexico and Peru.
Environmental Studies 256c,d. Environment and Society in Latin America.
[French 207c,d. Francophone Cultures.]
History 252c,d. Colonial Latin America.
History 253c,d. Land and Labor in Latin America.
History 254c,d. Contemporary Argentina
History 255c,d. Modern Latin America.
History 256c,d. Environment and Society in Latin America.
History 258c,d. Latin American Revolutions.
History 351c,d. The Mexican Revolution.
[History 354c,d. The Problem of Underdevelopment in Latin America.]
Music 138c,d. Music of the Caribbean.
[Music 331c,d. Advanced Topics in Caribbean Music.]
Spanish 205c. Advanced Spanish.
Spanish 207c,d. Latin American Cultures.
Spanish 209c. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature.
Spanish 210c. Introduction to the Study and Criticism of Modern Hispanic Literature.
Spanish 320–339c. Topics in Hispanic American Literature I and II.
Spanish 321c,d. Modern Poetry in the Americas.
[Spanish 336c. Reading Images.]
[Spanish 337c. Hispanic Short Story.]

Introductory, Intermediate, and Advanced Courses

138c,d. Music of the Caribbean. Fall 2006. Joanna Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between socio-historical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Africana Studies 138** and **Music 138.**)

205c. Advanced Spanish. Every fall. Fall 2005. Enrique Yepes and Gustavo Faverón-Patriau.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Spanish 205**.)

Prerequisite: **Spanish 204** or placement.

[206c,d. Francophone Cultures.]

207c,d. Latin American Cultures. Spring 2006. Enrique Yepes and Gustavo Faverón-Patriau.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish. (Same as **Spanish 207**.)

Prerequisite: **Spanish 205** or permission of the instructor.

209c. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature. Fall 2005. John Turner.

A chronological introduction to literature of the Spanish-speaking world from the Middle Ages through 1800. Explores major works and literary movements of the Middle Ages, the Spanish Golden Age. and Colonial Spanish America in their historical and cultural context. (Same as **Spanish 209**.)

Prerequisite: **Spanish 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 2006. John Turner and Elena Cueto-Asín.

Introduces students to the literatures of Spain and Spanish America from 1800 to the present. Examines major authors and literary movements of modern Spain and Spanish America in historical and cultural context. (Same as **Spanish 210**.)

Prerequisite: **Spanish 205** or permission of the instructor.

224b. Christianity and Culture in Latin America. Fall 2005. Jill Wightman.

Examines the impact and importance of Christianity in Latin America and its role in shaping Latin American culture. Begins by looking at the cultures—Iberian, native American, and African—that together forged the region now thought of as Latin America. Explores the formative role of Christianity and the blending of different religions in the "traditional" culture of Latin America. Discusses important 20th- and 21st-century developments in Christianity in Latin America, such as Liberation Theology, the rise of evangelical Protestantism, and the Catholic Charismatic Renewal. (Same as **Anthropology 224** and **Religion 234**.)

Prerequisite: **Anthropology 101** or permission of the instructor.

225b. Globalization and Social Change. Fall 2005. Joe Bandy.

Focuses on social theories related to the international economy and its current restructuring. Explores the impact of globalization on the lives of working people, on the global division of labor, on human rights, on gender inequality, and on the natural environment. Examines the modern history of economic development, and the many social conflicts and resistance movements it has sparked. Touches upon various world regions and their unique positions in the global economy, including Latin America and East Asia. (Same as **Sociology 225**.)

Prerequisite: **Sociology 101** or **Anthropology 101.**

228b,d. Discourses of Emotion. Fall 2005. Krista Van Vleet.

Explores emotion as shaped by culture and language and as produced in interactions in a variety of social and cultural contexts. Focuses primarily on oral expression. Topics may include language acquisition and childhood; concepts of the self and subjectivity; emotional performances; cross-cultural concepts of emotion; class, gender, and emotional conventions; language and embodiment; bilingualism, solidarity, and cross-cultural communication; affect, literacy, and social transformation; aesthetics. Genres such as gossip, story-telling, sermon and prayer, ceremonial wailing, and love letters are included. Attention is given to the methods of linguistic anthropology. (Same as **Anthropology 228.**)

Prerequisites: **Anthropology 201 or 203** or permission of instructor.

[229b,d. Maya Archaeology and Ethnohistory.]

238b,d. Culture and Power in the Andes. Fall 2006. Krista Van Vleet.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into western markets and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadors swiftly defeated the Inca empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inca concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economies and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration. (Same as **Anthropology 238.**)

Prerequisite: **Anthropology 101** or permission of the instructor.

242c,d. Intermediate Topics in Ethnomusicology: Caribbean Music. Spring 2007. Joanna Bosse.

Examines the diverse musical traditions of the Caribbean and the relationship between musical expression and collective identity formation, including such issues as the role of music in the construction of class, race, nation, and gender. Engages students in discussion of how the legacies of colonialism, slavery, and United States imperialism inform artistic practice in present-day Caribbean societies. (Same as **Africana Studies 252** and **Music 252**.)

252c,d. Colonial Latin America. Fall 2006. Allen Wells.

Introduces students to the history of Latin America from pre-Columbian times to about 1825. Traces developments fundamental to the establishment of colonial rule, drawing out regional comparisons of indigenous resistance and accommodation. Topics include the nature of indigenous societies encountered by Europeans; exploitation of African and Indian labor; evangelization and the role of the church; the evolution of race, gender, and class hierarchies in colonial society; and the origins of independence in Spanish America and Brazil. (Same as **History 252**.)

253c,d. Land and Labor in Latin America. Spring 2007. Allen Wells.

Seminar. Examines some of the most significant conceptual problems related to Latin American agrarian history. Topics include pre-Colombian land and labor patterns; haciendas and plantations; slavery, debt peonage, and other forms of coerced labor; and the role of family elite networks throughout the region. (Same as **History 253**.)

254c,d. Contemporary Argentina. Fall 2005. Allen Wells.

Seminar. Texts, novels, and films help unravel Argentine history and culture. Topics examined include the image of the *gaucho* and national identity; the impact of immigration; Peronism; the tango; the Dirty War; and the elusive struggle for democracy, development, and social justice. (Same as **History 254**.)

255c,d. Modern Latin America. Fall 2005. Allen Wells.

Traces the principal economic, social, and political transformations in Latin America from the wars of independence to the present. Focuses on the national trajectories of Mexico, Cuba, Peru, Brazil, Argentina, and Chile, with some attention to the countries of Central America. Topics include colonial legacies and the aftermath of independence; the consolidation of nation-states and their insertion in the world economy; the evolution of land and labor systems; the politics of state-building, reform, and revolution; industrialization and class formation; military regimes and foreign intervention; and the emergence of social movements. (Same as **History 255**.)

256c,d. Environment and Society in Latin America. Spring 2007. Allen Wells and Nathaniel Wheelwright.

Examines the evolving relationship between the environment, politics, and culture in Central America and the Caribbean. Topics include the environmental impact of economic development; colonialism; the predominance of plantation monoculture, slavery, and other forms of coerced labor; and political instability. (Same as **Environmental Studies 256** and **History 256.**)

258c,d. Latin American Revolutions. Spring 2006. Allen Wells.

Examines revolutionary change in Latin America from a historical perspective, concentrating on four cases of attempted revolutionary change—Cuba, Chile, Nicaragua, and Guatemala. Popular images and orthodox interpretations are challenged and new propositions about these processes are tested. External and internal dimensions of each of these social movements are analyzed and each revolution is discussed in the full context of the country's historical development. (Same as **History 258**.)

321c,d. Reading Poetry in the Americas. Fall 2005. Enrique Yepes.

How life is perceived defines the way it is lived. Nineteenth- and twentieth-century poetry from the Americas provides models to explore how life has been interpreted and can be perceived according to diverse personal and social frameworks. Art and music are not excluded from this mostly practical approach to interpreting life, centered around works by poets like Whitman, Dickinson, Mistral, Neruda, Pizarnik, and Borges, among many others. (Same as **Spanish 321**.)

Prerequisite: **Spanish 209, 210,** or a 300-level course in Spanish.

[331c,d. Advanced Topics in Caribbean Music.]

[335c. Coming of Age: The Novel of Development in Contemporary Latin American Literature.]

[336c. Reading Images.]

[337c. Hispanic Short Story.]

[338c. Spanish American *Testimonio*.]

[350c,d. Caribbeans.]

352c,d. The Mexican Revolution. Spring 2006. Allen Wells.

An examination of the Mexican Revolution (1910–1920) and its impact on modern Mexican society. Topics include the role of state formation since the revolution, agrarian reform, U.S.-Mexican relations, immigration and other border issues. (Same as **History 351.**)

356c,d. The Cuban Revolution. Fall 2006. Allen Wells.

The Cuban Revolution recently celebrated its fortieth anniversary. Offers a retrospective of a revolution entering "middle age" and its prospects for the future. Topics include United States–Cuban relations, economic and social justice versus political liberty, gender and race relations, and literature and film in a socialist society. (Same as **History 356**.)

401c,d.– 402c,d. Advanced Independent Study. The Department.

Mathematics

Professors: William H. Barker, Stephen T. Fisk†, Rosemary A. Roberts, *Chair*; James E. Ward
Associate Professor: Adam B. Levy
Assistant Professors: Matthew G. Killough, Thomas Pietraho†, Jennifer Taback**
Visiting Assistant Professors: Rebecca E. Field, Mark J. Rhodes, Mohammad Tajdari
Laboratory Instructor and Tutor: Raymond E. Fisher
Department Coordinator: Suzanne M. Theberge

Requirements for the Major in Mathematics

A major consists of at least eight courses numbered 200 or above, including at least one of the following—**Mathematics 262, 263,** or a course numbered in the 300s.

A student must submit a planned program of courses to the department when he or she declares a major. That program should include both theoretical and applied mathematics courses, and it may be changed later with the approval of the departmental advisor.

All majors should take basic courses in algebra (e.g., **Mathematics 222** or **262**) and in analysis (e.g., **Mathematics 223** or **263**), and they are strongly encouraged to complete at least one sequence in a specific area of mathematics. Those areas are algebra (**Mathematics 222, 262,** and **302**); analysis (**Mathematics 243, 263,** and **303**); applied mathematics (**Mathematics 224, 264,** and **304**); probability and statistics (**Mathematics 225, 265,** and **305**); and geometry (**Mathematics 247** and **307**). In exceptional circumstances, a student may substitute a quantitative course from another department for one of the eight mathematics courses required for the major, but such a substitution must be approved in advance by the department. Without specific departmental approval, no course that counts toward another department's major or minor may be counted toward a mathematics major or minor.

Majors who have demonstrated that they are capable of intensive advanced work are encouraged to undertake independent study projects. With the prior approval of the department, such a project counts toward the major requirement and may lead to graduation with honors in mathematics.

Requirements for the Minor in Mathematics

A minor in mathematics consists of a minimum of four courses numbered 200 or above.

Interdisciplinary Majors

The department participates in interdisciplinary programs in computer science and mathematics and mathematics and economics. See pages 190 and 192.

Recommended Courses

Listed below are some of the courses recommended to students with the indicated interests.

For secondary school teaching:
Computer Science 107, Mathematics 222, 225, 242, 247, 262, 263, 265, 288.

For graduate study:
Mathematics 222, 243, 262, 263, and at least one course numbered in the 300s.

For engineering and applied mathematics:
Mathematics 223, 224, 225, 243, 244, 264, 265, 288, 304.

For mathematical economics and econometrics:
Mathematics 222 or **263, 225, 244, 249, 265, 288, 304, 305,** and **Economics 316.**

For statistics and other interdisciplinary areas:
Mathematics 222, 224, 225, 243, 244, 255, 265, 305.

For computer science:
Computer Science 231; Mathematics 200, 222, 225, 244, 249, 262, 265, 288, 289.

For operations research and management science:
Mathematics 200, 222, 225, 249, 265, 288, 305, and **Economics 316.**

Introductory, Intermediate, and Advanced Courses

55a. Statistical Reasoning (formerly Mathematics 65). Every spring. The Department.

An introduction to the ideas of statistics. Students learn how to reason statistically and how to interpret and draw conclusions from data. Designed for students who want to understand the nature of statistical information. Open to first-year students and sophomores who want to improve their quantitative skills. It is recommended that students with a background in calculus enroll in **Mathematics 155** or **165.** Not open to students who have credit for **Mathematics 65**.

Prerequisite: Recommendation of the director of the Quantitative Skills Program and permission of the instructor.

60a. Introduction to College Mathematics. Fall 2005. James Ward.

Material selected from the following topics: combinatorics, probability, modern algebra, logic, linear programming, and computer programming. This course, in conjunction with **Mathematics 155** or **161**, is intended as a one-year introduction to mathematics and is recommended for those students who intend to take only one year of college mathematics.

155a. Introduction to Statistics and Data Analysis. Fall 2005. Matthew Killough. Spring 2006. The Department.

A general introduction to statistics in which students learn to draw conclusions from data using statistical techniques. Examples are drawn from many different areas of application. The computer is used extensively. Topics include exploratory data analysis, planning and design of experiments, probability, one and two sample t-procedures, and simple linear regression. Not open to students who have credit for **Mathematics 165, Psychology 252, Economics 257**, or AP Statistics.

161a. Differential Calculus. Every semester. The Department.

Functions, including the trigonometric, exponential, and logarithmic functions; the derivative and the rules for differentiation; the anti-derivative; applications of the derivative and the anti-derivative. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students who have taken at least three years of mathematics in secondary school.

165a. Biostatistics. Every fall. Rosemary Roberts.

An introduction to the statistical methods used in the life sciences. Emphasizes conceptual understanding and includes topics from exploratory data analysis, the planning and design of experiments, probability, and statistical inference. One and two sample t-procedures and their non-parametric analogs, one-way ANOVA, simple linear regression, goodness of fit tests, and the chi-square test for independence are discussed. Four to five hours of class meetings and computer laboratory sessions per week, on average. Not open to students who have credit for **Mathematics 155, Psychology 252, Economics 257**, or AP Statistics.

171a. Integral Calculus. Every semester. The Department.

The definite integral; the Fundamental theorems; improper integrals; applications of the definite integral; differential equations; and approximations including Taylor polynomials and Fourier series. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 161** or equivalent.

172a. Integral Calculus, Advanced Section. Every fall. The Department.

A review of the exponential and logarithmic functions, techniques of integration, and numerical integration. Improper integrals. Approximations using Taylor polynomials and infinite series. Emphasis on differential equation models and their solutions. Four to five hours of class meetings and computer laboratory sessions per week, on average. Open to students whose backgrounds include the equivalent of **Mathematics 161** and the first half of **Mathematics 171.** Designed for first-year students who have completed an AB Advanced Placement calculus course in their secondary schools.

181a. Multivariate Calculus. Every semester. The Department.

Multivariate calculus in two and three dimensions. Vectors and curves in two and three dimensions; partial and directional derivatives; the gradient; the chain rule in higher dimensions; double and triple integration; polar, cylindrical, and spherical coordinates; line integration; conservative vector fields; and Green's theorem. Four to five hours of class meetings and computer laboratory sessions per week, on average.

Prerequisite: **Mathematics 171** or equivalent.

200a. Introduction to Mathematical Reasoning. Fall 2005. Jennifer Taback. Spring 2006. The Department.

An introduction to logical deductive reasoning, mathematical proof, and the fundamental concepts of higher mathematics. Specific topics include set theory, induction, infinite sets, permutations, and combinations. An active, guided discovery classroom format.

Prerequisite: **Mathematics 161.**

207a. Elementary Topics in Topology. Every two years. Spring 2007. The Department.

Topology studies properties of geometric objects that do not change when the object is deformed. The course covers knot theory, surfaces, and other elementary areas of topology.

Prerequisite: **Mathematics 181.**

222a. Linear Algebra. Every spring. The Department.

Topics include vectors, matrices, vector spaces, inner product spaces, linear transformations, eigenvalues and eigenvectors, and quadratic forms. Applications to linear equations, discrete dynamical systems, Markov chains, least-squares approximation, and Fourier series.

Prerequisite: **Mathematics 181** or permission of the instructor.

224a. Applied Mathematics: Ordinary Differential Equations. Every fall. Mohammad Tajdari.

A study of some of the ordinary differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving differential equations with an emphasis on modern, qualitative techniques for studying the behavior of solutions to differential equations. Applications to the analysis of a broad set of topics, including population dynamics, competitive economic markets, and design flaws. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 181** or permission of the instructor.

225a. Probability. Every fall. Rosemary Roberts.

A study of the mathematical models used to formalize nondeterministic or "chance" phenomena. General topics include combinatorial models, probability spaces, conditional probability, discrete and continuous random variables, independence and expected values. Specific probability densities, such as the binomial, Poisson, exponential, and normal, are discussed in depth.

Prerequisite: **Mathematics 181.**

242a. Number Theory. Every other year. Fall 2006. The Department.

A standard course in elementary number theory which traces the historical development and includes the major contributions of Euclid, Fermat, Euler, Gauss, and Dirichlet. Prime numbers, factorization, and number-theoretic functions. Perfect numbers and Mersenne primes. Fermat's theorem and its consequences. Congruences and the law of quadratic reciprocity. The problem of unique factorization in various number systems. Integer solutions to algebraic equations. Primes in arithmetic progressions. An effort is made to collect along the way a list of unsolved problems.

243a. Functions of a Complex Variable. Every other fall. Fall 2005. Mark Rhodes.

The differential and integral calculus of functions of a complex variable. Cauchy's theorem and Cauchy's integral formula, power series, singularities, Taylor's theorem, Laurent's theorem, the residue calculus, harmonic functions, and conformal mapping.

Prerequisite: **Mathematics 171.**

244a. Numerical Methods. Every other fall. Fall 2005. Matthew Killough.

An introduction to the theory and application of numerical analysis. Topics include approximation theory, numerical integration and differentiation, iterative methods for solving equations, and numerical analysis of differential equations.

Prerequisite: **Mathematics 222** or permission of the instructor.

247a. Geometry. Every other fall. Fall 2005. William Barker.

A survey of modern approaches to Euclidean geometry in two and three dimensions. Axiomatic foundations of metric geometry. Transformational geometry: isometries and similarities. Klein's Erlangen Program. Symmetric figures. Scaling, measurement, and dimension.

Prerequisite: **Mathematics 171** or permission of the instructor.

249a. Optimization. Every other fall. Fall 2006. Adam Levy.

A study of optimization problems arising in a variety of situations in the social and natural sciences. Analytic and numerical methods are used to study problems in mathematical programming, including linear models, but with an emphasis on modern nonlinear models. Issues of duality and sensitivity to data perturbations are covered, and there are extensive applications to real-world problems.

Prerequisite: **Mathematics 181.**

255a. Applied Statistical Methods. Every other spring. Spring 2006. Matthew Killough.

An introduction to statistical modeling techniques with an emphasis on applications. Deals first with regression analysis: least square estimates of parameters; single and multiple linear regression; hypothesis testing and confidence intervals in linear regression models; and testing of models, data analysis, and appropriateness of models. Follows with a focus on time series: linear time series models; moving average, autoregressive, and ARIMA models; estimation, data analysis, and forecasting with time series models; and forecast errors and confidence intervals.

Prerequisite: **Mathematics 155** or **165** or permission of the instructor.

262a. Introduction to Algebraic Structures. Every year. Fall 2005. James Ward.

A study of the basic arithmetic and algebraic structure of the common number systems, polynomials, and matrices. Axioms for groups, rings, and fields, and an investigation into general abstract systems that satisfy certain arithmetic axioms. Properties of mappings that preserve algebraic structure.

Prerequisite: **Mathematics 222**.

263a. Introduction to Analysis. Spring 2006. The Department.

Emphasizes proof and develops the rudiments of mathematical analysis. Topics include an introduction to the theory of sets and topology of metric spaces, sequences and series, continuity, differentiability, and the theory of Riemann integration. Additional topics may be chosen as time permits.

Prerequisite: **Mathematics 181.**

264a. Applied Mathematics: Partial Differential Equations. Every other spring. Spring 2006. Adam Levy.

A study of some of the partial differential equations that model a variety of systems in the natural and social sciences. Classical methods for solving partial differential equations, with an emphasis where appropriate on modern, qualitative techniques for studying the behavior of solutions. Applications to the analysis of a broad set of topics, including air quality, traffic flow, and imaging. Computer software is used as an important tool, but no prior programming background is assumed.

Prerequisite: **Mathematics 224** or permission of the instructor.

265a. Statistics. Every spring. Rosemary Roberts.

An introduction to the fundamentals of mathematical statistics. General topics include likelihood methods, point and interval estimation, and tests of significance. Applications include inference about binomial, Poisson, and exponential models, frequency data, and analysis of normal measurements.

Prerequisite: **Mathematics 225.**

288a. Combinatorics and Graph Theory. Every other spring. Spring 2007. Stephen Fisk.

An introduction to combinatorics and graph theory. Topics to be covered may include enumeration, matching theory, generating functions, partially ordered sets, Latin squares, designs, and graph algorithms.

Prerequisite: **Mathematics 200, 262** or **263,** or permission of the instructor.

302a. Advanced Topics in Algebra. Every other spring. Spring 2006. James Ward.

One or more specialized topics from abstract algebra and its applications. Topics may include group representation theory, coding theory, symmetries, ring theory, finite fields and field theory, algebraic numbers, and Diophantine equations.

Prerequisite: **Mathematics 262.**

303a. Advanced Topics in Analysis. Every other spring. Spring 2007. Thomas Pietraho.

One or more selected topics from analysis. Possible topics include geometric measure theory, Lebesque general measure and integration theory, Fourier analysis, Hilbert and Banach space theory, and spectral theory.

Prerequisite: **Mathematics 263.**

304a. Advanced Topics in Applied Mathematics. Every other spring. Spring 2007. Matthew Killough.

One or more selected topics in applied mathematics. Material selected from the following: Fourier series, partial differential equations, integral equations, optimal control, bifurcation theory, asymptotic analysis, applied functional analysis, and topics in mathematical physics.

Prerequisite: **Mathematics 224** or **264**.

305a. Advanced Topics in Probability and Statistics. Every other fall. Fall 2006. Rosemary Roberts.

One or more specialized topics in probability and statistics. Possible topics include regression analysis, nonparametric statistics, logistic regression, and other linear and nonlinear approaches to modeling data. Emphasis is on the mathematical derivation of the statistical procedures and on the application of the statistical theory to real-life problems.

Prerequisite: **Mathematics 265** or permission of the instructor.

307a. Advanced Topics in Geometry. Every other spring. Spring 2006. William Barker.

A survey of analytic geometry, affine geometric, projective geometry, and the non-Euclidean geometries. Culminates in a rigorous development of the geometry of four-dimensional space-time in special relativity. The unifying theme is the transformational viewpoint of Klein's Erlangen Program.

Prerequisite: **Mathematics 247.**

291a–294a. Intermediate Independent Study. The Department.

401a–404a. Advanced Independent Study and Honors. The Department.

Music

Professors: Mary Hunter, Elliott S. Schwartz
Associate Professors: Robert K. Greenlee, *Chair;* James W. McCalla
Assistant Professors: Joanna Bosse†, Vineet Shende
Director of the Bowdoin Chorus: Anthony F. Antolini
Director of the Bowdoin Concert Band: John Morneau
Director of Chamber Ensembles: Roland Vazquez
Acting Director of Jazz Ensembles: Steve Grover
Concert, Budget, and Equipment Manager: Delmar Small
Department Coordinator: Linda Marquis

Requirements for the Major in Music

The music major consists of ten academic courses and two performance credits. Most majors follow one of the tracks indicated in the "Sample Majors" listed below, but students are also invited to design a major to suit their own needs. Required of all majors are: **Music 131** and **151**: two credits of performance; at least two 300-level courses; and **Music 451**, Senior Project, to be completed in the spring semester of the senior year. No more than two 100-level courses in addition to **Music 131** and **151** may be counted toward the major. **Music 101** does not count toward the major, and students are not normally permitted to count more than three independent studies courses toward the major. Honors work normally adds one extra course to the standard ten, and its second semester counts as the senior independent study.

The process for declaring the major is as follows: 1) The student consults with a member of the music faculty as early in the individual's college career as possible. 2) Before declaring a major, the student proposes a list of courses that fulfill the major, or identifies a sample major to follow by submitting a list or sample major announcement to the music department chair or to another member of the department. 3) Upon departmental approval of the list of courses or the particular track, the major declaration is signed by the department chair. Subsequent alterations to this list of courses are possible only in consultation with the chair of the department or another member of the music faculty. This major is valid starting with the Class of 2008. Music majors graduating in 2007 may fulfill these requirements or the previous ones. Majors graduating in 2006 must fulfill the previous requirements.

Sample Sequences of Courses for the Music Major

General Music Major

Music 131, 151, 203, 302, and **451.**

Four electives, including two 200-levels, and one 300-level course. One consecutive year of lessons on the same instrument; one consecutive year in the same ensemble. Honors in music adds one advanced independent study to this list.

Music and Culture

Music 131, 151, 211; a total of five electives: two or three from the Music Department (including at least one at the 200 level); and two or three relevant and sequential courses from another department, including at least one at the 200 level; a 200-level independent study combining departmental and extra-departmental perspectives; **Music 352** and **451**; and two semesters of World Music Ensemble.

Composition

Music 131, 151, 203, 302, 243, 255, 361, 218 or **291**, **451**, and one elective, plus the lessons and ensemble required for the general major, above.

Western Music History

Music 131,151, 203, 302, 255; three electives (including at least one at the 200 level); **351** or its equivalent; **451**; plus the lessons and ensemble required for the general major, above.

Requirements for the Minor in Music

The minor in music consists of six credits (five academic courses and one consecutive year of private lessons or one year of participation in a single ensemble). The five academic courses include **151** and any four others including at least two above the 100 level.

Introductory, Intermediate, and Advanced Courses

101c. Theory I: Fundamentals of Music Theory. Every year. Fall 2005. Vineet Shende.

A course in the basic elements of Western music and their notation, through the essentials of diatonic harmony. The class concentrates equally on written theory and musicianship skills to develop musical literacy. Frequent written assignments, drills, and quizzes, and additional laboratory work in ear training and basic keyboard skills. Students with musical backgrounds who wish to pass out of Theory I must take the placement test at the beginning of the fall semester. **Music 120** through **149** cover specific aspects of music history and literature, designed for students with little or no background in music. Course titles and contents may change every semester.

121c. History of Jazz I. Every other year. Fall 2005. James McCalla.

A survey of jazz's development from its African American roots in the late nineteenth century through the Swing Era of the 1930s and 1940s, and following the great Swing artists—e.g., Louis Armstrong, Duke Ellington, Billie Holiday, and Benny Goodman—through their later careers. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 121.**)

122c. History of Jazz II. Every other year. Fall 2006. James McCalla.

A survey of jazz's development from the creation of bebop in the 1940s through the present day, e.g., from Charlie Parker and Dizzy Gillespie through such artists as Joshua Redman, James Carter, and the Art Ensemble of Chicago. Emphasis is on musical elements, but includes much attention to cultural and historical context through readings and videos. (Same as **Africana Studies 122.**)

125c,d. Music in the Arab World. Fall 2005. Mary Hunter.

A general survey of Arab music in North Africa and the Arabian Peninsula. An introduction to characteristic pan-Arab instruments, scales, rhythms, and principles of musical construction, followed by considerations of selected folk, popular, classical, and religious traditions. Includes visits by Arab musicians working in the Boston area.

[130c. History of Rock Music.]

131c. Musical Methodologies. Spring 2006. Mary Hunter.

Highly recommended for those considering majoring in music. An introduction to the academic study of music and the types of questions confronting music scholars today. Why do humans make music? In what ways are ideas communicated with musical sounds? How do musical preferences develop? How can we understand musical practices from different cultural and historical contexts? Introduces students to the disciplinary goals and methods of the numerous subfields of music scholarship, as well as the ways in which music scholarship contributes to a variety of interdisciplinary approaches and life outside of academia.

133c. A Night at the Symphony. Fall 2005. Elliott Schwartz.

A survey of selected orchestra works — symphonies, concertos, and related genres — from the eighteenth century to the present, with special focus on formal design, dramatic, expressive aims, and historical context. Works by such composers as Mozart, Beethoven, Schubert, Brahms, Tchaikovsky, Mahler, Sibelius, Ives, Shostakovitch and Copland are among those discussed. Also considers the modern symphony orchestra as a cultural, social, and economic institution. The class meets with conductors and performers, and travels to Portland for at least one concert or rehearsal of the Portland Symphony Orchestra.

135c. The Operas of Verdi. Spring 2006. James McCalla.

Study of a number of music theater works by Giuseppe Verdi (1813-1901), the lion of nineteenth-century Italian music whose operas are still at the heart of today's repertory. Works may include *Luisa Miller, Macbeth, La Traviata, Don Carlo, Otello,* and *Falstaff.*

138c,d. Music of the Caribbean. Fall 2006. Joanna Bosse.

Surveys various musical traditions of the Caribbean, paying attention to the relation between socio-historical context and artistic practice. Organized by geographic region, but addresses such larger issues as colonialism, nationalism, race, gender, and class. (Same as **Africana Studies 138** and **Latin American Studies 138.**)

151c. Write Your Own Show Tune: Introductory Practicum in Tonal Music. Every year. Fall 2005. Mary Hunter.

A largely practical, project-oriented course, for students with some basic experience in music. Students learn elementary tonal vocabulary through writing and performing their own songs, mostly in "Rodgers and Hammerstein" style. Chord writing and analysis, bass-line construction, text-setting and basic keyboard skills are addressed. Small-group and individual lab sessions are scheduled separately. Formerly **Music 204.** Not open to students who have taken **Music 204.**

Prerequisite: **Music 101** or 4/5 on AP Music Theory, or permission of the instructor.

203c. Tonal Analysis. Every year. Spring 2006. Vineet Shende.

Through a survey of music from Bach to Beethoven, the student learns to recognize the basic processes and forms of tonal music, to read a score fluently, and to identify chords and modulations. Knowledge of scales and key signatures, as well as ability to read bass clef, are required.

Prerequisite: **Music 151** or permission of instructor.

211c. Theory and Method in Ethnomusicology. Fall 2006. Joanna Bosse.

Engages students in the key theories and methods of ethnomusicological research. Introduces the work of important social scientists such as Durkheim, Boas, Geertz, Bourdieu, and others, as well as ethnomusicological literature that demonstrates the utility of social theory for understanding musical behavior. Students also explore the central tenets of ethnographic fieldwork and conduct ethnomusicological research on a topic of their choice.

Prerequisite: Any prior music course, or permission of the instructor.

218c. Introduction to Electronic Music. Fall 2005. Vineet Shende.

Examination of the history and techniques of electronic and computer music. Topics include compositional aesthetics, recording technology, digital and analog synthesis, sampling, MIDI (Musical Instrument Digital Interface), and computer-assisted composition. Ends with a concert of student compositions.

Prerequisite: **Music 203** or **204.**

223c. He Loved Us Madly: The Music and Life of Duke Ellington (1899-1974). Spring 2006. James McCalla.

A detailed study of the life and work of one of America's greatest composers and musicians in the context of twentieth-century music and contemporary social history. Ellington disliked the term "jazz" and preferred (among other labels) "African American music." Examines his works' antecedents, its stylistic elements, its cultural work within United States society from the Harlem Renaissance through the Civil Rights era, and its presentation by the government as a symbol of the United States overseas. Also considers Ellington's almost thirty-year collaboration with Billy Strayhorn (1915-1967): the extraordinary range of his band's and small groups' work from secular Hollywood films to the late Concerts of Sacred Music; and his projects with such guest artists as John Coltrane, Ella Fitzgerald, Charles Mingus, and others.

Prerequisite: **Music 121** or **Music 122.**

239c. Interpreting Song. Spring 2006. Robert Greenlee.

Through listening, performance, analysis, and historical treatises, differing perspectives on song repertoire are examined. Students learn to use the techniques required to communicate these perspectives in their own performances, and to understand one's role in creating a new interpretation. Focus on the Western canon, but popular, ethnic, and folk styles are also considered. All students are expected to perform in a group recital of songs at the end of the semester.

Prerequisite: Any one of the following courses: **Music 101, 151, 271, 273, 285,** or permission of the instructor.

243c. Introduction to Composition. Spring 2006. Vineet Shende.

An introduction to the art of combining the elements of melody, harmony, rhythm, form, and orchestration to create cohesive and engaging music. Students learn techniques for generating and developing musical ideas through exercises and four main compositional assignments: a work for solo instrument, a theme and variations for solo instrument and piano, a song for voice and piano, and a multi-movement work for three to five instruments. Students also learn ways to discuss and critique their own and one another's work. Ends with a concert of student compositions.

Prerequisite: **Music 101**, or permission of the instructor.

252c,d. Intermediate Topics in Ethnomusicology: Caribbean Music. Spring 2007. Joanna Bosse.

Examines the diverse musical traditions of the Caribbean and the relationship between musical expression and collective identity formation, including such issues as the role of music in the construction of class, race, nation, and gender. Engages students in discussion of how the legacies of colonialism, slavery, and United States imperialism inform artistic practice in present-day Caribbean societies. (Same as **Africana Studies 252** and **Latin American Studies 242**.)

255c. The Western Canon. Fall 2005. James McCalla.

A historical study of many of the principal works of Western classical music, with special attention to the processes of canon formation and the changes in the canon over time.

Prerequisite: **Music 203.**

302c. Tonal Composition. Fall 2005. Robert Greenlee.

A compositional study of the stylistic traits of the common-practice period in western Europe. In addition to frequent short exercises, aural drill, and keyboard studies, students compose an early romantic lied, a baroque fugue, and the first movement of a classical sonata.

Prerequisite: **Music 203** (may be taken concurrently), and either **Music 151** or **Music 204.**

[304c. Musical Practices of the Twentieth Century.]

[331c,d. Advanced Topics in Caribbean Music.]

351c. Topics in Music History: Composers, Performers, Listeners. Spring 2006. Mary Hunter.

In most kinds of music in Western culture, composing, performing and listening have been the three activities thought essential to music making. However, the relations between these three activities have not remained the same through history, or in different repertories. Sometimes they have been embodied in three different people — composer, performer, and audience member; sometimes they have overlapped — improvising performers are also composers, and in some highly interactive traditions the audience directly affects the processes of performance and composition. This course examines a variety of kinds of music and writing about it from the Middle Ages to Motown, to see how composing, performing, and listening have been configured, and why.

Prerequisite: **Music 203** or permission of the instructor.

[352c,d. Topics in Ethnomusicology.]

[361c. Topics in Music Theory: Orchestration.]

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

451c. Senior Project. Spring 2007. The Department.

All senior majors must take this course, which involves either a single semester of independent work or the second semester of an honors thesis. Students meet regularly with the members of the department to discuss their work or readings relevant to all senior majors. Must be taken in the spring semester of the senior year.

Prerequisite: Open only to senior music majors.

PERFORMANCE STUDIES

Up to six credits of individual performance and ensemble courses together may be taken for *graduation* credit. Lessons, large ensembles, chamber ensembles and jazz ensembles may also be taken as non-credit courses.

285c–289c. Individual Performance Studies. Every year.

The following provisions govern applied music lessons for credit:

1. Individual performance courses are intended for the continued study of instruments with which the student is already familiar. Students must take at least two consecutive semesters of study on the same instrument to receive one-half credit per semester and to receive the reduced rate.

The first semester of study on the first instrument will be designated ***Music 285.*** *The second and all subsequent semesters of private lessons* **on the same instrument** *will be designated* ***Music 286.*** *The first semester of study on a* ***different*** *instrument will be designated* ***Music 287.*** *The second and all subsequent semesters of study on that second instrument will be designated* ***Music 288.*** *The number* ***Music 289*** *is reserved for all semesters of study on a third instrument.*

2. One-half credit, graded CR/D/F, may be granted for each semester of study. To receive credit, students must register for lessons at the beginning of each semester of study in the Office of Student Records and the Music Department.

3. Admission is by audition only. Only students who are intermediate or beyond in the development of their skills are admitted.

4. Beginning with the second semester of lessons, students must perform in public at least one of the pieces they are studying. Repertory classes, certain Lunchbreak Concerts, and other designated Music Department venues all count as public performances. Such performances must be registered with the department coordinator to count for credit.

5. To receive credit for Individual Performance Studies, the student must complete two other music credits within the first two and one-half years of study, or by graduation, whichever comes first. One of these credits must be started by the second semester of study. One of these credits must be an academic course in the Music Department; the other credit may be gained by two semesters' participation for credit in an ensemble (Chorus, Chamber Choir, Band, or Chamber or Jazz Ensembles). The two semesters may be in different ensembles.

6. Students taking lessons for credit pay a fee of $450 for twelve one-hour lessons per semester. Junior and senior music majors and minors may take two half-credits free of charge.

7. Student Recitals. Subject to permission of the instructor, availability of suitable times, and contingent upon a successful audition in the Music Department, any student may give a recital. However, due to limited funds for paid accompanists, anyone needing an accompanist for a recital during the year must sign up in the Music Office **before Thanksgiving break.** The student will be notified of the amount the department can allocate for an accompanist by the end of the fall semester. Any extra work with an accompanist will have to be paid by the student.

385c–387c. Advanced Individual Performance Studies. Every year.
Prerequisite: **Music 286.**

1. This option for private study is open only to students already advanced on their instruments. Students may take one or more semesters of this option. **Music 386** may be repeated for credit. The *first semester of study will be designated* ***Music 385.*** *The second and all subsequent semesters of private lessons* ***on the same instrument*** *will be designated* ***Music 386.*** *The number* ***387*** *is reserved for all semesters of study on a second instrument.*

2. A full credit may be granted for each semester of study. To receive credit, students must register at the beginning of **each** semester of lessons in the Office of Student Records and the Music Department.

3. Admission is by departmental audition only. Students must audition with a member of the Music Department before signing up for this option. Subsequent semesters of advanced lessons on the same instrument do not require further auditions.

4. To receive credit for lessons, the student must perform a thirty- to forty-five-minute recital at the end of the semester. The student is expected to write program notes for this recital and other written work acceptable to the faculty advisor.

5. To receive credit, the student must have an advisor from the music department faculty, and be able to demonstrate to that faculty member that he or she understands the structure and/or context of the music. The letter grade will be determined jointly by the applied teacher and the faculty member after the recital.

6. To receive credit for advanced Individual Performance Studies, the student must complete two other music credits within the first two and one-half years of study, or by graduation, whichever comes first. One of these credits must be started by the second semester of study. One of these credits must be an academic course in the Music Department; the other credit may be gained by two semesters' participation for credit in an ensemble (Chorus, Chamber Choir, Band, or Chamber or Jazz Ensembles). The two semesters may be in different ensembles.

7. Fees as with half-credit lessons.

Students may count only six performance credits towards graduation, whether they take half-credit lessons, full-credit lessons, or ensemble courses.

Instructors for 2005–2006 include Julia Adams (viola), Christina Astrachan (voice), John Boden (French horn), Naydene Bowder (piano and harpsichord), Ray Cornils (organ), Matt Fogg (jazz piano), Kristen Fox (oboe), Gerhard Graml (bass), Steve Grover (drums), Anita Jerosch (low brass), Timothy Johnson (voice), John Johnstone (classical guitar), Alan Kaschub (trumpet), Charles Kaufmann (bassoon), Stephen Kecskemethy (violin), Shirley Mathews (piano and harpsichord), Frank Mauceri (jazz saxophone), Joyce Moulton (piano), Gilbert Peltola (saxophone and clarinet), Paul Ross (cello), Krysia Tripp (flute), Scott Vaillancourt (tuba), and Gary Wittner (jazz guitar).

Ensemble Performance Studies. Every year.

The following provisions govern ensemble:

1. Students are admitted to an ensemble only with the consent of the instructor.
2. One-half credit may be granted for each semester of study. To receive credit, the student must sign up in the Office of Student Records.

3. Grade is Credit/D/Fail.

4. Ensembles meet regularly for a minimum of three hours weekly, inclusive of time without the ensemble director; ensemble directors establish appropriate attendance policies.

5. All ensembles require public performance.

271c. Chamber Choir. Robert Greenlee.

273c. Chorus. Anthony Antolini.

275c. Concert Band. John Morneau.

279c. Chamber Ensembles. The Department.

281c. World Music Ensemble. Michael Wingfield.

283c. Jazz Ensembles. Steve Grover.

Neuroscience

Administered by the Neuroscience Committee; Patsy S. Dickinson, *Chair*
Julie J. Santorella, *Program Coordinator*
Nancy L. Donsbach, *Academic Department Budget/Financial Analyst*
(See committee list, page 327.)

Joint Appointments with Biology: Professor Patsy S. Dickinson,
Assistant Professor Hadley Wilson Horch**
Joint Appointments with Psychology: Associate Professor Richmond Thompson,
Assistant Professor Seth Ramus†, Visiting Assistant Professor Yukiko Asaka

Requirements for the Major in Neuroscience

The major consists of twelve courses, including ten core courses and two electives from the lists below. Advanced placement credits may not be used to fulfill any of the course requirements for the major. Independent study in neuroscience may be used to fulfill one of the two elective credits. If students place out of **Biology 104** or **Psychology 101,** twelve courses related to Neuroscience must still be completed.

I. Core Courses

Introductory Level and General Courses
Biology 104a, Introductory Biology.
Psychology 101b, Introduction to Psychology.
Biology 105a, Investigations in Biology, *or*
Psychology 251b, Research Design.
Psychology 252b, Data Analysis.
Chemistry 225a, Organic Chemistry I.

Introductory Neuroscience Course
Biology 213a, Neurobiology, *or*
Psychology 218a, Physiological Psychology.

Mid-level Neuroscience Courses

Three of the following:

Biology 253a, Neurophysiology.
Biology 266a, Molecular Neurobiology.
Psychology 275a, Laboratory in Behavioral Neuroscience: Social Behavior.
Psychology 276a, Laboratory in Behavioral Neuroscience: Learning and Memory.

Advanced Neuroscience Course

One of the following:

Psychology 314a, Neurobiology of Mental Retardation.
Psychology 315a, Hormones and Behavior.
Psychology 316a, Comparative Neuroanatomy.
Psychology 318a, Comparative Animal Cognition.
Psychology 319a, Memory and Brain.
Biology 325a,Topics in Neuroscience.
Biology 326a, Developmental Neurobiology.

II. Electives: any two of the courses listed above (but not already taken) or the following courses:

Biology 212a, Genetics and Molecular Biology.
Biology 214a, Comparative Physiology.
Biology 217a, Developmental Biology.
Biology 224a, Cell and Molecular Biology.
Biology 232a, Biochemistry II: Enzymes and Metabolism.
Biology 333a, Advanced Cell and Molecular Biology.
Computer Science 355a, Cognitive Architecture.
Psychology 210b, Infant and Child Development.
Psychology 216b, Cognitive Psychology.
Psychology 217a, Neuropsychology.
Psychology 259/260b, Abnormal Personality.
Psychology 270b, Laboratory in Cognition.

III. Recommended Courses:

Physics 104a, Introductory Physics II.

Independent Study in Neuroscience

Neuroscience 291a–294a, Intermediate Independent Study.
Neuroscience 401a–404a, Advanced Independent Study.

Philosophy

Professors: Denis Corish, Scott R. Sehon
Associate Professor: Matthew Stuart, *Chair*
Joint Appointment with Environmental Studies: Associate Professor Lawrence H. Simon
Adjunct Assistant Professor: Sarah O'Brien Conly
Department Coordinator: Kevin M. Johnson

Requirements for the Major in Philosophy

The major consists of eight courses, which must include **Philosophy 111**, **112**, and **223**; at least one other course from the group numbered in the 200s; and two from the group numbered in the 300s. The remaining two courses may be from any level. Courses in which D grades are received are not counted toward the major.

Requirements for the Minor in Philosophy

The minor consists of four courses, which must include **Philosophy 111** and **112** and one course from the group numbered in the 200s. The fourth course may be from any level. Courses in which D grades are received are not counted toward the minor.

First-Year Seminars

Topics in first-year seminars change from time to time but are restricted in scope and make no pretense to being an introduction to the whole field of philosophy. They are topics in which contemporary debate is lively and as yet unsettled and to which contributions are often being made by more than one field of learning. For a full description of first-year seminars, see pages 133–42.

14c. Philosophy and Poetry. Spring 2006. Denis Corish.

24c. How to Be Good. Fall 2005. Matthew Stuart.

Introductory Courses

Introductory courses are open to all students regardless of year and count towards the major. They do not presuppose any background in philosophy and are good first courses.

111c. Ancient Philosophy. Every fall. Fall 2005. Denis Corish.

The sources and prototypes of Western thought. Emphasis on the pre-Socratic philosophers, Plato, and Aristotle.

112c. Modern Philosophy. Every spring. Spring 2006. Matthew Stuart.

A survey of seventeenth- and eighteenth-century European philosophy, focusing on discussions of the ultimate nature of reality and our knowledge of it. Topics include the nature of the mind and its relation to the body, the existence of God, and the free will problem. Readings from Descartes, Locke, Hume, Kant, and others.

120c. Moral Problems. Spring 2006. The Department.

Our society is riven by deep and troubling moral controversies. Examines several moral problems in the context of current arguments, leading theoretical positions, and the question of whether and how moral controversies can be settled. Possible topics include abortion, euthanasia, physician-assisted suicide, capital punishment, sexuality, gender equality, pornography, and affirmative action.

142c. Philosophy of Religion. Fall 2006. Scott R. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? We approach these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Religion 142.**)

152c. Death. Fall 2005. Matthew Stuart.

Considers distinctively philosophical questions about death: Do we have immortal souls? Is immortality even desirable? Is death a bad thing? Is suicide morally permissible? Does the inevitability of death rob life of its meaning? Readings from historical and contemporary sources.

Intermediate Courses

200c. History, Freedom, and Reason. Spring 2007. Lawrence H. Simon.

A study of philosophical developments in nineteenth-century German philosophy that have had an important influence on contemporary thought: Kant; the development of idealism through Fichte and Hegel; and reactions by Marx and Nietzsche to Hegel. Focus on issues in political philosophy and philosophy of history.

210c. Philosophy of Mind. Spring 2006. Scott R. Sehon.

We see ourselves as rational agents: we have beliefs, desires, intentions, wishes, hopes, etc.; we also have the ability to perform actions, and we are responsible for the actions we freely choose. Is our conception of ourselves as rational agents consistent with our scientific conception of human beings as biological organisms? Can there be a science of the mind, and, if so, what is its status relative to other sciences? What is the relationship between mind and body? Can we have free will, or moral responsibility, if determinism is true? Readings primarily from contemporary sources.

221c. History of Ethics. Fall 2005. Lawrence H. Simon.

How should one live? What is the good? What is my duty? What is the proper method for doing ethics? The fundamental questions of ethics are examined in classic texts including works of Aristotle, Hume, Mill, Kant, and Nietzsche.

223a. Logic. Every fall. Fall 2005. Scott R. Sehon.

The central problem of logic is to determine which arguments are good and which are bad. To this end, we introduce a symbolic language and rigorous, formal methods for seeing whether one statement logically implies another. We apply these tools to a variety of arguments, philosophical and otherwise. We also demonstrate certain theorems about the formal system we construct.

224c. Philosophy of Space and Time. Spring 2006. Denis Corish.

Focuses on the problems of time, but also addresses some questions covering space, and some concerning the general structure, of which time and space might be considered interpretations. Considers some ancient views (Plato and Aristotle), some early modern views (Newton and Leibniz), and some contemporary disputed questions (e.g., is time to be thought of in such terms as "earlier"/"later," or rather, "past"/"present"/"future"?).

225c. The Nature of Scientific Thought. Spring 2006. Denis Corish.

A historical and methodological study of scientific thought as exemplified in the natural sciences. Against a historical background ranging from the beginnings of early modern science to the twentieth century, such topics as scientific inquiry, hypothesis, confirmation, scientific laws, theory, and theoretical reduction and realism are studied. Readings include such authors as Duhem, Hempel, Kuhn, Popper, Putman, and Quine, as well as classical authors such as Galileo, Descartes, Newton, Berkeley, and Leibniz.

226c. Epistemology. Spring 2007. Matthew Stuart.

What is knowledge? Do we have any? A survey of recent work in the theory of knowledge. Topics include skepticism, the problem of induction, self-knowledge, and religious knowledge.

227c. Metaphysics. Spring 2006. Matthew Stuart.

Metaphysics is the study of very abstract questions about reality. What does reality include? What is the relation between things and their properties? What is time? Do objects and persons have temporal parts as well as spatial parts? What accounts for the identity of persons over time? What is action, and do we ever act freely?

229c. Philosophy in the Twentieth Century. Spring 2007. Matthew Stuart.

An examination of some key figures and works in the development of analytic philosophy, focusing on issues about how philosophy is to be done. Raises questions about the relations between mind, language, and reality. Topics include Bertrand Russell's logical atomism, G. E. Moore's sense-data theory, Gilbert Ryle's anti-Cartesian philosophy of mind, and the "ordinary language" approach of J. L. Austin.

237c. Language and Reality. Spring 2006. Scott R. Sehon.

Philosophy of language is a point of intersection for a great many traditional philosophical concerns, including the nature and status of morality, the nature of mind, the existence of God, and the objectivity of science. Answers to these problems ultimately depend in part upon the nature of language, theories, evidence, and meaning. Analyzes and evaluates what the best philosophers of the twentieth century have said about these questions.

[241c. Philosophy of Law.]

258c. Environmental Ethics. Spring 2007. Lawrence H. Simon.

What things in nature have moral standing? What are our obligations to them? How should we resolve conflicts among our obligations? After an introduction to ethical theory, topics to be covered include anthropocentrism, the moral status of nonhuman sentient beings and of nonsentient living beings, preservation of endangered species and the wilderness, holism versus individualism, the land ethic, and deep ecology. (Same as **Environmental Studies 258.**)

Advanced Courses

Although courses numbered in the 300s are advanced seminars primarily intended for majors in philosophy, adequately prepared students from other fields are also welcome. Besides stated prerequisites, at least one of the courses from the group numbered in the 200s will also be found a helpful preparation.

[331c. Plato.]

334. Free Will and Moral Responsibility. Fall 2005. Scott R. Sehon.

Do we have free will and moral responsibility? Can we have free will and moral responsibility if determinism is true? More broadly, can we have free will if all human behaviors can be explained scientifically? Contemporary sources.

335c. The Philosophy of Aristotle. Fall 2005. Denis Corish.

A textual study of the basics of Aristotle's philosophy. Aristotle's relationship to Plato; his criticism of the Platonic doctrine of Forms; and Aristotle's own doctrines of substance, causation, actuality, potentiality, form, and matter are discussed. Some of the Aristotelian disciplines of logic, physics, metaphysics, psychology, and moral philosophy are examined in terms of detailed specific doctrines, such as that of kinds of being, the highest being, the soul, and virtue.

[341c. Locke's *Essay*.]

392c. Advanced Topics in Environmental Philosophy. Fall 2006. Lawrence H. Simon.

Examines philosophical, moral, political, and policy questions regarding various environmental issues. Possible topics include the ethics of climate change policy, our obligations to future generations, and the relationship between justice and sustainability. (Same as **Environmental Studies 392**.)

399c. Advanced Seminar: Topics in Contemporary Philosophy. Spring 2006. Lawrence H. Simon and Matthew Stuart.

An in-depth examination of a topic of current philosophical interest. Students read recent books or journal articles and invite the authors of those works to discuss them with the group. Typically, this involves visits by three guest philosophers per semester. Limited to philosophy majors; others with permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Physics and Astronomy

Professors: Stephen Naculich, *Chair*, Dale Syphers†
Associate Professors: Thomas Baumgarte, Madeleine Msall†
Assistant Professor: Mark Battle
Visiting Assistant Professors: Joshua Kempner, Karen Topp
Laboratory Instructors: John Bridge, Kenneth Dennison
Department Coordinator: Dominica Lord-Wood

The major program depends to some extent on the student's goals, which should be discussed with the department. Those who intend to do graduate work in physics or an allied field should plan to do an honors project. For those considering a program in engineering, consult page 41. A major student with an interest in an interdisciplinary area such as geophysics, biophysics, or oceanography will choose appropriate courses in related departments. Secondary school teaching requires a broad base in science courses, as well as the necessary courses for teacher certification. For a career in industrial management, some courses in economics and government should be included.

Requirements for the Major in Physics

A student majoring in physics is expected to complete **Mathematics 161, 171, Physics 103, 104, 223, 229**, and four more approved courses above **104**, one of which may be **Mathematics 181** or above. At least five physics courses taken at Bowdoin are required.

For honors work, a student is expected to complete **Mathematics 181** and **Physics 103, 104, 223, 229, 300, 310, 451,** and four more courses, one of which may be in mathematics above **Mathematics 181.** Students interested in interdisciplinary work may, with permission, substitute courses from other departments. **Geology 265** is an approved physics course.

Requirements for the Minor in Physics

The minor consists of at least four Bowdoin physics courses numbered **103** or higher, at least one of which is **Physics 104.**

Interdisciplinary Majors

The department participates in interdisciplinary programs in chemical physics, and geology and physics. See pages 189 and 192.

Prerequisites

Students must earn a grade of C- or above in any prerequisite physics course.

First-Year Seminars

For a complete description of first-year seminars, see pages 133–42.

[15a. Science Fiction, Science Fact.]

Introductory, Intermediate, and Advanced Courses

62a. Contemporary Astronomy. Fall 2005. Joshua Kempner.

A mix of qualitative and quantitative discussion of topics including the night sky, the solar system and its origin, the nature of stars and galaxies, stellar evolution, and the formation and evolution of the universe. Several night-time observing sessions are required. Students who have taken or are concurrently taking any physics course numbered over 100 do not receive credit for this course.

[63a. Physics of the Twentieth Century.]

80a. Light and Color. Spring 2006. Stephen Naculich.

An introduction to the physics of light and color. Explores the dual nature of light as wave and particle, the different physical and chemical causes of color in nature, and how light and color are perceived by the eye and brain. Topics include rainbows, mirages, the color of the sky, and other natural phenomena; as well as technological applications such as cameras, telescopes, color television monitors. These and other examples are used to illustrate the optical phenomena of reflection, refraction, interference, diffraction, polarization, scattering, and fluorescence. Students who have taken or are concurrently taking any physics course numbered over 100 do not receive credit for this course.

81a. Physics of the Environment. Spring 2007. Mark Battle.

An introduction to the physics of environmental issues, including past climates, anthropogenic climate change, ozone destruction, and energy production and efficiency. (Same as **Environmental Studies 81.)**

103a. Introductory Physics I. Every semester. Fall 2005. Joshua Kempner and Karen Topp. Spring 2006. Karen Topp.

An introduction to the conservation laws, forces, and interactions that govern the dynamics of particles and systems. The course shows how a small set of fundamental principles and interactions allow us to model a wide variety of physical situations, using both classical and modern concepts. A prime goal of the course is to have the participants learn to actively connect the concepts with the modeling process. Three hours of laboratory work per week.

Prerequisite: Previous credit or concurrent registration in **Mathematics 161** or higher, or permission of the instructor.

104a. Introductory Physics II. Every semester. Fall 2005. Stephen Naculich. Spring 2006. The Department.

An introduction to the interactions of matter and radiation. Topics include: the classical and quantum physics of electromagnetic radiation and its interaction with matter, quantum properties of atoms, and atomic and nuclear spectra. Three hours of laboratory work per week will include an introduction to the use of electronic instrumentation.

Prerequisite: **Physics 103** and previous credit or concurrent registration in **Mathematics 171** or higher, or permission of the instructor.

162a. Stars and Galaxies. Spring 2006. Joshua Kempner.

A quantitative introduction to astronomy, with emphasis on stars, stellar dynamics, and the structures they form, from binary stars to galaxies. Topics include the night sky, stellar structure and evolution, white dwarfs, neutron stars, black holes, quasars, and the expansion of the universe. Several night-time observing sessions are required. Intended for both science majors and non-majors who are secure in their mathematical skills. A working familiarity with algebra, trigonometry, geometry, and calculus is expected. Does not satisfy pre-med or other science departments' requirements for a second course in physics.

Prerequisite: **Mathematics 161** or higher, or permission of the instructor.

223a. Electric Fields and Circuits. Fall 2005. Mark Battle.

The basic phenomena of the electromagnetic interaction are introduced. The basic relations are then specialized for a more detailed study of linear circuit theory. Laboratory work stresses the fundamentals of electronic instrumentation and measurement with basic circuit components such as resistors, capacitors, inductors, diodes, and transistors. Three hours of laboratory work per week.

Prerequisite: **Physics 104** or permission of the instructor.

229a. Statistical Physics. Spring 2006. Mark Battle.

Develops a framework capable of predicting the properties of systems with many particles. This framework, combined with simple atomic and molecular models, leads to an understanding of such concepts as entropy, temperature, and chemical potential. Some probability theory is developed as a mathematical tool.

Prerequisite: **Physics 104** or permission of the instructor.

240a. Modern Electronics. Spring 2007. The Department.

A brief introduction to the physics of semiconductors and semiconductor devices, culminating in an understanding of the structure of integrated circuits. Topics include a description of currently available integrated circuits for analog and digital applications and their use in modern electronic instrumentation. Weekly laboratory exercises with integrated circuits.

Prerequisite: **Physics 103** or **Physics 104** or permission of the instructor.

[250a. Acoustics.]

251a. Physics of Solids. Spring 2006. Karen Topp.

An introduction to the study of the thermal, mechanical, electrical, and magnetic properties of solids. Merges a qualitative and quantitative understanding of the behavior of solids and their applications in modern technology. Applications include solid state lasers, semiconductor circuitry, and superconducting magnets.

Prerequisite: **Physics 104** or permission of the instructor.

255a. Physical Oceanography. Fall 2005. Mark Battle.

An introduction to physical oceanography, including tides, ocean currents, seawater properties, and wave motion. Some attention is given to the problems of instrumentation and the techniques of measurement. (Same as **Environmental Studies 255**.)

Prerequisite: **Physics 104** or permission of the instructor.

256a. Atmospheric Physics. Fall 2006. Mark Battle.

The physics of atmospheres is explored, including treatment of general and local circulation, thermodynamics, cloud formation, radiative transfer, and energy budgets. Meteorology and climatology are also discussed. (Same as **Environmental Studies 259**.)

Prerequisite: **Physics 104** or permission of the instructor.

262a. Astrophysics. Fall 2006. Thomas Baumgarte.

A quantitative discussion that introduces the principal topics of astrophysics, including stellar structure and evolution, planetary physics, and cosmology.

Prerequisite: **Physics 104** or permission of the instructor.

263a. Cosmology. Spring 2006. Joshua Kempner.

A quantitative discussion of the formation and evolution of the universe. Topics include Friedmann-Robertson-Walker models, Hubble expansion, the Big Bang, inflation, nucleosynthesis, and the formation of large-scale structure. Emphasis is placed on the interplay between observation and theory in the development of modern cosmology.

Prerequisite: **Physics 104**, or permission of the instructor.

275a. Relativity. Every other year. Spring 2006. The Department.

An introduction to special and general relativity, including the Galilean and Einsteinian principles of relativity, Lorentz transformations and the "paradoxes" of special relativity, space-time diagrams and four-vectors, energy-momentum and relativistic dynamics, and the Schwarzschild solution of general relativity and its many applications.

Prerequisite: **Physics 104**, or permission of the instructor.

280a. Nuclear and Particle Physics. Every other spring. Spring 2007. Stephen Naculich.

An introduction to the physics of subatomic systems, with a particular emphasis on the standard model of elementary particles and their interactions. Basic concepts in quantum mechanics and special relativity are introduced as needed.

Prerequisite: **Physics 104**, or permission of the instructor.

291a–294a. Intermediate Independent Study. The Department.

Topics to be arranged by the student and the faculty. If the investigations concern the teaching of physics, this course may satisfy certain of the requirements for the Maine State Teacher's Certificate. Students doing independent study normally have completed a 200-level physics course.

300a. Methods of Theoretical Physics. Every spring. Spring 2006. The Department.

Mathematics is the language of physics. Similar mathematical techniques occur in different areas of physics. A physical situation may first be expressed in mathematical terms, usually in the form of a differential or integral equation. After the formal mathematical solution is obtained, the physical conditions determine the physically viable result. Examples are drawn from heat flow, gravitational fields, and electrostatic fields.

Prerequisite: **Mathematics 181** and **Physics 104**, or permission of the instructor.

301a. Methods of Experimental Physics. Every spring. Spring 2006. Mark Battle.

Intended to provide advanced students with experience in the design, execution, and analysis of laboratory experiments. Projects in optical holography, nuclear physics, cryogenics, and materials physics are developed by the students.

Prerequisite: **Physics 223** or permission of the instructor.

302a. Methods of Computational Physics. Every other year. Fall 2005. Thomas Baumgarte.

An introduction to the use of computers to solve problems in physics. Problems are drawn from several different branches of physics, including mechanics, hydrodynamics, electromagnetism, and astrophysics. Numerical methods discussed include the solving of linear algebra and eigenvalue problems, ordinary and partial differential equations, and Monte Carlo techniques. Basic knowledge of a programming language is expected.

Prerequisite: **Physics 104** or permission of the instructor.

310a. Introductory Quantum Mechanics. Every fall. Fall 2005. Stephen Naculich.

An introduction to quantum theory, solutions of Schroedinger equations, and their applications to atomic systems.

Prerequisite: **Physics 300**. or permission of the instructor.

320a. Electromagnetic Theory. Every other fall. Fall 2005. Thomas Baumgarte.

First the Maxwell relations are presented as a natural extension of basic experimental laws; then emphasis is given to the radiation and transmission of electromagnetic waves.

Prerequisite: **Physics 223** and **300**, or permission of the instructor.

370a. Advanced Mechanics. Every other fall. Fall 2006. The Department.

A thorough review of particle dynamics, followed by the development of Lagrange's and Hamilton's equations and their applications to rigid body motion and the oscillations of coupled systems.

Prerequisite: **Physics 300** or permission of the instructor.

401a–404a. Advanced Independent Study. The Department.

Topics to be arranged by the student and the faculty. Students doing advanced independent study normally have completed a 300-level physics course.

451a–452a. Honors. The Department.

Programs of study are available in semiconductor physics, microfabrication, superconductivity and superfluidity, the physics of metals, general relativity, nuclear physics, and particle physics. Work done in these topics normally serves as the basis for an honors paper.

Prerequisite: **Physics 310**, or permission of the instructor.

Psychology

Professors: Barbara S. Held. Louisa M. Slowiaczek
Associate Professors: Suzanne Lovett. *Chair:* Paul Schaffner
Assistant Professor: Samuel P. Putnam
Joint Appointments with Neuroscience: Associate Professor Richmond R. Thompson.
Assistant Professor Seth J. Ramus†. Visiting Assistant Professor Yukiko Asaka
Department Coordinator Donna M. Trout

Students in the Department of Psychology may elect a major within the psychology program. or they may elect an interdisciplinary major in neuroscience. sponsored jointly by the Departments of Psychology and Biology (see Neuroscience. pages 210–11). The program in psychology examines contemporary perspectives on principles of human behavior. in areas ranging from cognition. language. development. and behavioral neuroscience to interpersonal relations and psychopathology. Its approach emphasizes scientific methods of inquiry and analysis.

Requirements for the Major in Psychology

The psychology major comprises ten courses numbered 100 or above. These courses are selected by students with their advisors and are subject to departmental review. The ten courses include **Psychology 101. 251. 252:** two laboratory courses numbered 260–279 (completed. if possible. before the senior year); two advanced (300-level) courses; and three electives numbered 200 or above. Note that either **Psychology 275 or 276**. but not both. may count toward the two-course laboratory requirement. Similarly. either **Psychology 320** or **321**. but not both. may count toward the two-advanced-course requirement: and no more than one course from among **Psychology 314. 315. 316. 318**. and **319** may count toward the two-advanced-course requirement. Independent study courses at any level count as electives. but do not count toward the laboratory requirement or the advanced course requirement. Majors are encouraged to consider an independent study course on a library. laboratory. or field research project during the senior year.

To fulfill a major (or minor) requirement in psychology. or to serve as a prerequisite for another psychology course. a grade of C- or better must be earned in a course. with the following exception. **Psychology 101** may be taken on a Credit/D/Fail basis: it will count toward the major (or minor) and serve as a prerequisite if Credit is earned in the course.

Students who are considering a major in psychology are encouraged to enroll in **Psychology 101** during their first year at Bowdoin and to enroll in **Psychology 251** and **Psychology 252** their second year. Psychology majors must take **Psychology 251** before **252**, and both before they take their laboratory courses. except for those labs that allow concurrent enrollment in **252.** Those who plan to study away from campus for one or both semesters of their junior year should complete at least one laboratory course before leaving for their off-campus experience and should plan to enroll in two 300-level courses after returning to campus. Students should consult with members of the department in planning their off-campus study program and speak to the chair of the department regarding transfer of credit toward the major: laboratory or 300-level courses taken elsewhere are not ordinarily counted toward the major.

Requirements for the Minor in Psychology

The psychology minor comprises six courses numbered 100 or above, including **Psychology 101, 251, 252,** and one laboratory course.

AP/IB Policy

Students who received an AP score of 4 or higher on the Psychology exam receive one AP credit, are considered to have met the prerequisite for courses requiring **Psychology 101**, and earn one course credit toward the major or minor. Students who received an IB score (higher level) of 5 or higher on the Psychology exam receive one IB credit, are considered to have met the prerequisite for courses requiring **Psychology 101**, and earn one course credit toward the major or minor.

Requirements for the Major in Neuroscience

See Neuroscience, pages 210–11.

COURSES IN PSYCHOLOGY

Introductory Courses

101b. Introduction to Psychology. Every fall and every spring. The Department.

A general introduction to the major concerns of contemporary psychology, including physiological psychology, perception, learning, cognition, language, development, personality, intelligence, and abnormal and social behavior. Recommended for first- and second-year students. Juniors and seniors should enroll in the spring semester.

Intermediate Courses

210b. Infant and Child Development. Every fall (except Fall 2005 and Fall 2009). Samuel P. Putnam. Every spring. Suzanne Lovett.

A survey of major changes in psychological functioning from conception through childhood. Several theoretical perspectives are used to consider how physical, personality, social, and cognitive changes jointly influence the developing child's interactions with the environment.

Prerequisite: **Psychology 101.**

211b. Personality. Every fall. Barbara S. Held.

A comparative survey of theoretical and empirical attempts to explain personality and its development. The relationships of psychoanalytic, interpersonal, humanistic, and behavioral approaches to current research are considered.

Prerequisite: **Psychology 101.**

212b. Social Psychology. Every spring. Paul Schaffner.

A survey of theory and research on individual social behavior. Topics include self-concept, social cognition, affect, attitudes, social influence, interpersonal relationships, and cultural variations in social behavior.

Prerequisite: **Psychology 101** or **Sociology 101.**

216b. Cognitive Psychology. Every spring. Louisa M. Slowiaczek.

A survey of theory and research examining how humans perceive, process, store, and use information. Topics include visual perception, attention, memory, language processing, decision making, and cognitive development.

Prerequisite: **Psychology 101.**

217a. Neuropsychology. Fall 2006. Seth J. Ramus.

An introduction to the brain basis of behavior, concentrating on the contributions from studies of brain damaged and brain dysfunctional patients. Focuses on the contributions of neurology and experimental and clinical neuropsychology to the understanding of normal cognitive processes. Topics include neuroanatomy, amnesia, aphasia, agnosia, and attentional disorders, in particular those implicated in various spatial neglect syndromes.

Prerequisite: **Psychology 101.**

218a. Physiological Psychology. Fall 2005. Yukiko Asaka. Every spring. Richmond R. Thompson.

An introductory survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behavior in humans and other vertebrate animals, focusing on genetic, developmental, hormonal, and neuronal mechanisms. Additionally, the evolution of these regulatory systems is considered. Topics discussed include perception, cognition, sleep, eating, sexual and aggressive behaviors, and mental disorders.

Prerequisite: **Psychology 101** or **Biology 104.**

251b. Research Design in Psychology. Every fall. Paul Schaffner. Every spring. Louisa M. Slowiaczek.

A systematic study of the scientific method as it underlies psychological research. Topics include prominent methods used in studying human and animal behavior, the logic of causal analysis, experimental and non-experimental designs, issues in internal and external validity, pragmatics of careful research, and technical writing of research reports.

Prerequisite: **Psychology 101**.

252a. Data Analysis. Every fall. Suzanne Lovett. Spring 2006. Yukiko Asaka.

An introduction to the use of descriptive and inferential statistics and design in behavioral research. Weekly laboratory work in computerized data analysis. Required of majors no later than the junior year, and preferably by the sophomore year.

Prerequisite: **Psychology 101,** and **Psychology 251** or **Biology 105.**

Courses that Satisfy the Laboratory Requirement (except 259)

259b, 260b. Abnormal Personality. Every spring. Barbara S. Held.

A general survey of the nature, etiology, diagnosis, and treatment of common patterns of mental disorders. The course may be taken for one of two purposes:

259b. Non-laboratory course credit. Participation in the practicum is optional, contingent upon openings in the program.
Prerequisite: **Psychology 211**.

260b. Laboratory course credit. Students participate in a supervised practicum at a local psychiatric unit.
Prerequisite: **Psychology 211,** and **252** (may be taken concurrently).

270b. Laboratory in Cognition. Every fall. Louisa M. Slowiaczek.

An analysis of research methodology and experimental investigations in cognition, including such topics as auditory and sensory memory, visual perception, attention and automaticity, retrieval from working memory, implicit and explicit memory, metamemory, concept formation and reasoning. Weekly laboratory sessions allow students to collect and analyze data in a number of different areas of cognitive psychology.

Prerequisite: **Psychology 216** and **252**.

274b. Laboratory in Group Dynamics. Every fall. Paul Schaffner.

Principles and methods of psychological research, as developed in **Psychology 251** and **252**, are applied to the study of small group interaction. Students design, conduct, and report on social behavior research involving an array of methods to shape and assess interpersonal behavior.

Prerequisite: **Psychology 211** or **212,** and **252** (may be taken concurrently).

275a. Laboratory in Behavioral Neuroscience: Social Behavior. Every spring. Richmond R. Thompson.

A laboratory course that exposes students to modern techniques in neuroscience that can be applied to the study of social behavior. Underlying concepts associated with various molecular, neuroanatomical, pharmacological, and electrophysiological methods are discussed in a lecture format. Students then use these techniques in laboratory preparations that demonstrate how social behavior is organized within the central nervous system of vertebrate animals, including humans.

Prerequisite: **Psychology 218** or **Biology 213,** and **Psychology 252** (may be taken concurrently).

276a. Laboratory in Behavioral Neuroscience: Learning and Memory. Fall 2005. Yukiko Asaka.

Explores current research and theories in the neurobiology of learning and memory by examining the modular organization of the brain with an emphasis on a brain systems-level approach to learning and memory, using both lectures and laboratory work. Memory is not a unitary phenomenon, rather, different parts of the brain are specialized for storing and expressing different kinds of memory. In addition to discussing contemporary research, students use modern neuroscientific methods in the laboratory to demonstrate how different memory systems can be dissociated. Techniques include behavioral, neurosurgical, and histological analysis in vertebrate species.

Prerequisite: **Psychology 218** or **Biology 213,** and **Psychology 252** (may be taken concurrently).

277b. Research in Developmental Psychology. Every spring. Samuel P. Putnam.

The multiple methods used in developmental research are examined both by reading research reports and by designing and conducting original research studies. The methods include observation, interviews, questionnaires, lab experiments, among others. Students learn to evaluate the relative strengths and weaknesses of both qualitative and quantitative approaches.

Prerequisite: **Psychology 210** and **252.**

Advanced Courses

309b. Philosophy, Psychology, and Psychotherapy. Every fall. Barbara S. Held.

As conventional assumptions about the discipline of psychology are increasingly challenged, many psychologists are returning to psychology's roots in philosophy for guidance. Examines the intersection of philosophy and psychology in general, and clinical psychology in particular. Topics include such ontological issues as the nature of personhood, the self, mental health/psychopathology, agency, free will *vs.* determinism, and change/transformation. Also examines such epistemological issues as the nature of psychological knowledge/truth, self-knowledge, rationality, justification for knowledge claims, and methods for obtaining justified knowledge claims. Emphasizes current debates about what a proper science or study of (clinical) psychology and psychotherapy should be.

Prerequisite: **Psychology 259** or **260**; or **Philosophy 210, 226, 227, 237,** or **399**; or permission of the instructor; and junior or senior standing.

314a. Neurobiology of Mental Retardation. Spring 2006. Yukiko Asaka.

Advanced seminar exploring the biological basis of cognitive impairment, particularly mental retardation caused by known genetic mutation (e.g., Rett Syndrome, Down Syndrome, etc.), and mechanisms of neural plasticity underlying these syndromes. Topics include evaluation of current research and theories.

Prerequisite: **Psychology 218** or **Biology 213; Psychology 275** or **Psychology 276** or one biology laboratory course above **Biology 199;** and junior or senior standing.

315a. Hormones and Behavior. Every other fall. Fall 2006. Richmond R. Thompson.

An advanced discussion of concepts in behavioral neuroendocrinology. Topics include descriptions of the major classes of hormones, their roles in the regulation of development and adult behavioral expression, and the cellular and molecular mechanisms responsible for their behavioral effects. Hormonal influences on reproductive, aggressive, and parental behaviors, as well as on cognitive processes are considered.

Prerequisite: **Psychology 218** or **Biology 213**, and junior or senior standing.

316a. Comparative Neuroanatomy. Every other fall. Fall 2005. Richmond R. Thompson.

An advanced discussion of concepts in vertebrate brain organization. The primary emphasis is upon structure/function relationships within the brain, particularly as they relate to behavior. Topics include basic neuroanatomy, brain development and evolution, and the neural circuitry associated with complex behavioral organization. Studies from a variety of animal models and from human neuropsychological assessments are used to demonstrate general principles of brain evolution and function.

Prerequisite: **Psychology 218** or **Biology 213**, and junior or senior standing.

317b. The Psychology of Language. Every other fall. Fall 2005. Louisa M. Slowiaczek.

An examination of psychological factors that affect the processing of language, including a discussion of different modalities (auditory and visual language) and levels of information (sounds, letters, words, sentences, and text/discourse). Emphasis is on the issues addressed by researchers and the theories developed to account for our language abilities.

Prerequisite: **Psychology 216,** one psychology course numbered **260–279** (may be taken concurrently), and junior or senior standing.

318a. Comparative Animal Cognition. Every other spring. Spring 2007. Seth J. Ramus.

A discussion of the behavior of animals (and humans) within a psychological framework, emphasizing the cognitive universals between species. Uses a historical approach to understand the rift in the field of animal behavior between ethologists and psychologists in the 1950s and 1960s, as well as how these areas have come together in recent years. Topics include larger questions like when and why we are willing to attribute animals with purpose, intentionality, intelligence, reasoning, language, and self-awareness within a framework of evolutionary theory.

Prerequisite: **Psychology 218** or **Biology 213,** one psychology course numbered **260–279** or one biology laboratory course above **Biology 199** (may be taken concurrently), and junior or senior standing.

319a. Memory and Brain. Every other spring. Spring 2008. Seth J. Ramus.

Advanced seminar exploring the biological basis of learning and memory from a cellular to a systems-level of analysis, providing insights into the mechanisms and organization of neural plasticity. Includes topics in molecular neuroscience, neurophysiology, neuropharmacology, and systems neuroscience. Discussions include evaluation of current research and theories, as well as a historical perspective.

Prerequisite: **Psychology 218** or **Biology 213,** one psychology course numbered **260–279** or one biology laboratory course above **Biology 199** (may be taken concurrently), and junior or senior standing.

320b. Social Development. Every fall. Samuel P. Putnam.

Research and theory regarding the interacting influences of biology and the environment as they are related to social and emotional development during infancy, childhood, and adolescence. Normative and idiographic development in a number of domains, including morality, aggression, personality, sex roles, peer interaction, and familial relationships are considered.

Prerequisite: **Psychology 210, 252,** and junior or senior standing.

321b. Cognitive Development. Every spring. Suzanne Lovett.

Examines the development of cognitive understanding and cognitive processes from infancy through adolescence. Emphasis on empirical research and related theories of cognitive development. Topics include infant perception and cognition, concept formation, language development, theory of mind, memory, problem solving, and scientific thinking.

Prerequisite: **Psychology 210, 252,** and junior or senior standing.

325b. Organizational Behavior. Every spring. Paul Schaffner.

Examines how people experience work in modern human organizations. Weekly seminar meetings address motivation, performance, commitment, and satisfaction; affect and cognition at work; coordination of activity; anticipation, planning, and decision making; organization-environment dynamics; and the enactment of change.

Prerequisite: One psychology course numbered **260–279** and junior or senior standing.

291b–294b. Intermediate Independent Study.

401b–404b. Advanced Independent Study and Honors.

Religion

Joint Appointment with Asian Studies: Professor John C. Holt, *Chair*
Assistant Professors: Jorunn J. Buckley, Elizabeth A. Pritchard
Department Coordinator: Lynn A. Brettler

The Department of Religion offers students opportunities to study the major religions of the world, East and West, ancient and modern, from a variety of academic viewpoints and without sectarian bias.

Each major is assigned a departmental advisor who assists the student in formulating a plan of study in religion and related courses in other departments. The advisor also provides counsel in career planning and graduate study.

Requirements for the Major in Religion

The major consists of at least eight courses in religion. Required courses include **Religion 101 (Introduction to the Study of Religion)**; three courses at the 200 level, including one each from the following three designated areas: 1) **Religion 215 (The Hebrew Bible in Its World)**, or **Religion 216 (The New Testament in Its World)**; 2) **Religion 249 (Monotheism and Masculinity)**, or **Religion 250 (Western Religious Thought in Modern and Postmodern Contexts)**, or **Religion 251 (Christianity, Culture and Conflict)**, or **Religion 252 (Marxism and Religion)**; 3) **Religion 219 (Religion and Fiction in Modern South Asia)**, or **Religion 220 (Hindu Religious Literature)**, or **Religion 221 (Hindu Religious Culture)**, or **Religion 222 (Theravada Buddhism)**, or **Religion 223 (Mahayana Buddhism)**; and **Religion 390 (Theories about Religion)**. In addition, candidates for honors complete a ninth course, advanced independent study, as part of their honors projects. (See below, "Honors in Religion.")

No more than one first-year seminar may be counted toward the major. **Religion 101** should be taken by the end of the sophomore year. In order to enroll in **Religion 390,** a major normally will be expected to have taken four of the eight required courses. This seminar is also open to qualified non-majors with permission of the instructor. Normally, no more than three courses taken at other colleges or universities will count toward the major.

Honors in Religion

Students contemplating honors candidacy should possess a record of distinction in departmental courses, including those that support the project, a clearly articulated and well-focused research proposal, and a high measure of motivation and scholarly maturity. Normally, proposals for honors projects shall be submitted for departmental approval along with registration for advanced independent study, and in any case no later than the end of the second week of the semester in which the project is undertaken. It is recommended, however, that honors candidates incorporate work from **Religion 390** as part of their honors projects, or complete two semesters of independent study in preparing research papers for honors consideration. In this latter case, proposals are due no later than the second week of the fall semester of the senior year.

Requirements for the Minor in Religion

A minor consists of five courses—**Religion 101,** three courses at the 200 level or higher (among these three electives, at least one course shall be in Western religions and cultures and one in Asian religions and cultures) and **Religion 390.**

First-Year Seminars

These introductory courses focus on the study of a specific aspect of religion, and may draw on other fields of learning. They are not intended as prerequisites for more advanced courses in the department unless specifically designated as such. They include readings, discussion, reports, and writing. Topics change from time to time to reflect emerging or debated issues in the study of religion. For a full description of first-year seminars, see pages 133–42.

14c. Heresy and Orthodoxy. Fall 2005. Jorunn Buckley.

23c. Death in the Ancient World. Fall 2005. Nicola Denzey.
(Same as **History 23**.)

Introductory Courses

101c. Introduction to the Study of Religion. Fall 2005. John Holt. Spring 2006. Jorunn Buckley.

Basic concepts, methods, and issues in the study of religion, with special reference to examples comparing and contrasting Eastern and Western religions. Lectures, films, discussions, and readings in a variety of texts such as scriptures, novels, and autobiographies, along with modern interpretations of religion in ancient and contemporary, Asian and Western contexts.

142c. Philosophy of Religion. Fall 2006. Scott R. Sehon.

Does God exist? Can the existence of God be proven? Can it be disproven? Is it rational to believe in God? What does it *mean* to say that God exists (or does not exist)? What distinguishes religious beliefs from non-religious beliefs? What is the relation between religion and science? We approach these and related questions through a variety of historical and contemporary sources, including philosophers, scientists, and theologians. (Same as **Philosophy 142.**)

Intermediate Courses

208c,d. Islam. Fall 2005. Jorunn Buckley.

Furnishes a non-apologetic outline of Islam while tackling anti-Islamic prejudices common in general American culture. Selected themes include the religion's own terminological apparatus and categories of understanding, ritual and ethics, religious and secular leadership, mystical traditions, and modernity issues in Islam. In the interest of balance, there is an emphasis on including works by Muslims, especially regarding central topics in modern Islam.

[209c,d. Gender in Islam.]

215c. The Hebrew Bible in its World. Fall 2006. Jorunn Buckley.

Close readings of chosen texts in the Hebrew Bible (i.e. the Old Testament), with emphasis on its Near Eastern religious, cultural and historical context. Attention is given to the Hebrew Bible's literary forerunners (from ca. 4000 b.c.e. onwards) to its "successor" The Dead Sea Scrolls (ca. 200 b.c.e. to 200 a.c.e.). Emphasis on creation and cosmologies, gods and humans, hierarchies, politics, and rituals.

216c. The New Testament in its World. Spring 2006. Jorunn Buckley.

Situates the Christian New Testament in its Hellenistic cultural context. While the New Testament forms the core of the course, attention is paid to parallels and differences in relation to other Hellenistic religious texts; Jewish, (other) Christian, and pagan. Religious leadership, rituals, secrecy, philosophy of history, and salvation are some of the main themes.

[219c,d. Religion and Fiction in Modern South Asia.]

[220c,d. Hindu Religious Literature.]

[221c,d. Hindu Religious Culture.]

222c,d. Theravada Buddhism. Fall 2005. John Holt.

An examination of the major trajectories of Buddhist religious thought and practice as understood from a reading of primary and secondary texts drawn from the Theravada traditions of India, Sri Lanka, Thailand, and Burma. (Same as **Asian Studies 242.**)

223c,d. Mahayana Buddhism. Spring 2006. John Holt.

Studies the emergence of Mahayana Buddhist worldviews as reflected in primary sources of Indian, Chinese, and Japanese origins. Buddhist texts include the *Buddhacarita* ("Life of the Buddha"), the *Sukhavati Vyuha* ("Discourse on the 'Pure Land'"), the *Vajraccedika Sutra* (the "Diamond-Cutter"), the *Prajnaparamitra-hrdaya Sutra* ("Heart Sutra of the Perfection of Wisdom"), the *Saddharmapundarika Sutra* (the "Lotus Sutra"), and the *Platform Sutra of the Sixth Patriarch*, among others. Also briefly studies the teachings of Confucius, Lao Tzu, and Chuang Tzu to better understand the encounter, assimilation, and transformation of Buddhism within Chinese and Japanese religious cultures. (Same as **Asian Studies 223.**)

234b. Christianity and Culture in Latin America. Fall 2005. Jill Wightman.

Examines the impact and importance of Christianity in Latin America and its role in shaping Latin American culture. Begins by looking at the cultures—Iberian, native American, and African—that together forged the region now thought of as Latin America. Explores the formative role of Christianity and the blending of different religions in the "traditional" culture of Latin America. Discusses important 20th- and 21st-century developments in Christianity in Latin America, such as Liberation Theology, the rise of evangelical Protestantism, and the Catholic Charismatic Renewal. (Same as **Anthropology 224** and **Latin American Studies 224**.)

Prerequisite: **Anthropology 101** or permission of the instructor.

246b. Religion and Politics. Spring 2006. Paul N. Franco.

Examines the relationship between religion and politics — the so-called theological-political question — primarily in modern Europe and America. Focuses first on the tension between and eventual separation of church and state in the early modern period. Then considers the implications and complications of this historic separation, looking at recent Supreme Court cases, as well as contemporary discussion of the relationship between religion and politics. Comparisons with the treatment of this issue in the Islamic world are made throughout the course. Authors include Machiavelli, Luther, Calvin, Spinoza, Locke, Jefferson, Madison, Tocqueville, as well as a variety of contemporary and Islamic writers. (Same as **Government 246**.)

249c. Monotheism and Masculinity. Fall 2006. Elizabeth Pritchard.

Focuses on the emergence of and continuing elaborations of transcendent monotheism in the Abrahamic traditions. Of particular interest in this examination is the relationship between portrayals of the divine and assumptions about gender, class, and race. Other topics include whether it is possible or permissible to obtain knowledge of the divine (and perhaps be able to see or depict the divine); the relationship between transcendent monotheism, cultural identity, and violence; and the ways in which monotheism informs various renderings of morality and politics. Readings include selections from the Bible, Augustine, Maimonides, Aquinas, Ibn-Arabi, and Luther.

[250c. Western Religious Thought in the Modern and Postmodern Contexts.]

251c. Christianity, Culture, and Conflict. Spring 2006. Elizabeth Pritchard.

An introduction to the diversity and contentiousness of Christian thought and practice. This diversity is explored through analyses of the conceptions, rituals, and aesthetic media that serve to interpret and embody understandings of Jesus, authority, body, family, and church. Historical and contemporary materials highlight not only conflicting interpretations of Christianity, but the larger social conflicts that these interpretations reflect, reinforce, or seek to resolve.

252c. Marxism and Religion. Spring 2006. Elizabeth Pritchard.

Despite Karl Marx's famous denunciation of religion as the "opiate of the masses," Marxism and religion have become companionable in the last several decades. Examines this development through the works of thinkers and activists from diverse religious frameworks, including Catholicism and Judaism, who combine Marxist convictions and analyses with religious commitments in order to further their programs for social emancipation. Included are works by liberation theologians Hugo Assmann, Leonardo Boff, José Miguez Bonino, and philosophers Theodor Adorno, Walter Benjamin, Herbert Marcuse, and Cornel West.

253c. Women in Religion. Fall 2005. Elizabeth Pritchard.

Analysis of the ways in which religion authorizes women's oppression and provides opportunities and resources for women's emancipation. Topics include the enforced gender relationships of monotheism; the goddess movement as alternative society; and the conflicts generated among women by racial, class, religious, ethnic, and sexual differences. Materials drawn from Christianity, Neopaganism, Voudon, and Hinduism. (Same as **Gender and Women's Studies 256.**)

289. Construction of the Goddess and Deification of Women in Hindu Religious Tradition. Fall 2005. Sree Padma.

Focuses include: 1) an examination of the manner in which the power of the feminine has been expressed mythologically and theologically in Hinduism; 2) how various categories of goddesses can be seen or not as the forms of the "great goddess"; and 3) how Hindu women have been deified, a process that implicates the relationship between the goddess and women. Students read a range of works, primary sources such as Devi Mahatmya, biographies and myths of deified women, and recent scholarship on goddesses and deified women. (Same as **Asian Studies 289**.) *One-half-credit course.*

Advanced Courses

The following courses study in depth a topic of limited scope but major importance, such as one or two individuals, a movement, type, concept, problem, historical period, or theme. Topics change from time to time. Courses may be repeated for credit with the contents changed. **Religion 390** is required for majors, and normally presupposes that four of eight required courses have been taken.

[310c. Gnosticism.]

339c,d. Religion in Southeast Asia. Spring 2006. John Holt.

An examination of Theravada Buddhist literature, myth, art, ritual, and other forms of religious practice (monastic and lay) in relation to medieval and modern moments of social and political history in Burma, Thailand, Laos, and Cambodia. Students read several monographs from various disciplinary perspectives before choosing a topic to research in consultation with the instructor. (Same as **Asian Studies 339**.)

Prerequisite: **Religion 101, 219, 220, 221, 222,** or **223** or permission of the instructor.

390c. Theories about Religion. Fall 2005. Elizabeth Pritchard.

Seminar focused on how religion has been explained and interpreted from a variety of intellectual and academic perspectives from the sixteenth century to the present. In addition to a historical overview of religion's interpretation and explanation, the focus also includes consideration of postmodern critiques and the problem of religion and violence in the contemporary world.

Prerequisite: **Religion 101.**

291c–294c. Intermediate Independent Study. The Department.

401c–404c. Advanced Independent Study and Honors. The Department.

Romance Languages

Professors: John H. Turner, *Chair;* William C. VanderWolk
Associate Professors: Charlotte Daniels, Enrique Yepes
Teaching Associate: Olivia Holmes
Assistant Professors: Elena Cueto-Asín, Katherine Dauge-Roth, Arielle Saiber*, Hanétha Vété-Congolo†
Visiting Assistant Professor: Candice Bosse
Instructor: Gustavo Faverón-Patriau
Visiting Instructor: Stéphanie Bérard
Lecturer: Anna Rein
Visiting Lecturer: Davida Gavioli, Genie Wheelwright
Adjunct Lecturer: Kimberly MacDonald
Teaching Fellows: Alexandra Burbeau, César Jorrin Jorrin, Agnès Ourseyre
Department Coordinator: Kate Flaherty

The Department of Romance Languages offers courses in French, Italian, and Spanish language, literature, and culture. In addition to focusing on developing students' fluency in the languages, the department provides students with a broad understanding of the cultures and literatures of the French-speaking and Spanish-speaking worlds through a curriculum designed to prepare students either for international work or for graduate study. Native speakers are involved in most language courses. Unless otherwise indicated, all courses are conducted in the respective language.

Study Abroad

A period of study in an appropriate country, usually in the junior year, is strongly encouraged for all students of language. Bowdoin College is affiliated with a wide range of excellent programs abroad, and interested students should seek the advice of a member of the department early in their sophomore year to select a program and to choose courses that complement the offerings at the College.

Independent Study

This is an option primarily intended for students who are working on honors projects. It is also available to students who have taken advantage of the regular course offerings and wish to work more closely on a particular topic. Independent study is not an alternative to regular course work. An application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate knowledge.

Honors in Romance Languages

Majors may elect to write an honors project in the department. This involves two semesters of independent study in the senior year and the writing of an honors essay and its defense before a committee of members of the department. Candidates for departmental honors must have an outstanding record in other courses in the department.

Requirements for Majors in Romance Languages

Students may declare a major in French or in Spanish or in Romance languages (with courses in French, Spanish, and Italian). All majors are expected to achieve breadth in their knowledge of the French- , Italian-, and/or Spanish-speaking worlds by taking courses on the literatures and cultures of these areas from their origins to the present. Students should also take complementary courses in study-away programs or in other departments and programs such as Art History, Latin American Studies, History, English, and Africana Studies. The major consists of nine courses more advanced than **French 204** or **Spanish 204**. Spanish majors will complete **Spanish 205.** *

Majors in French and Spanish will complete at least two of the following four courses before taking 300-level topics courses: **207, 208, 209,** and **210** (or their equivalent in a study-abroad program). Of these two courses, one must be in the culture sequence (**207, 208**) and the other in literature (**209, 210**). Students who do not take **French 209** or **Spanish 209** are strongly advised to take a 300-level course that deals with pre-1800 French or Hispanic literature and culture. During their senior year, all majors will take a seminar, either **French 351** or **Spanish 351.**

For students majoring in Romance languages, the nine courses above **204** required for the major will include either **209** or **210** (or their equivalent in a study-abroad program) in two languages, one culture course (**207** or **208**) in two languages, plus one senior seminar. All majors in Spanish, French, and Romance languages will complete at least three 300-level courses. No more than two courses may be in independent study, and no fewer than five Bowdoin courses should be taken. Students who study abroad for one semester will receive a maximum of three credits toward the major. Those who study abroad for the academic year will receive a maximum of four credits toward the major. Prospective majors are expected to have completed **French, Spanish, or Italian 205** and either **207, 208, 209,** or **210** before the end of their sophomore year.

Spanish Major Requirements

Nine courses above **Spanish 204***, including:

1. **Spanish 205**
2. two of the following four courses (one from **207, 208**; one from **209, 210**; or the equivalent in study abroad):
   Spanish 207
   Spanish 208
   Spanish 209
   Spanish 210
3. three courses at the 300-level, including **Spanish 351** (senior seminar)

French Major Requirements

Nine courses above **French 204***, including:

1. two of the following four courses (one from **207, 208**; one from **209, 210,** or the equivalent in study abroad):
   French 207
   French 208
   French 209
   French 210
2. three courses at the 300-level, including **French 351** (senior seminar)

* or eight courses above **204** for students beginning in **101, 102,** or **203.**

Romance Languages Major Requirements

Nine courses above **204**, including:
1. **Spanish 207** or **208** (or the equivalent in study abroad)
2. **French 207** or **208** (or the equivalent in study abroad)
3. **Italian 208** (or the equivalent in study abroad), if combining Spanish *or* French with Italian
4. **Spanish 209** or **210** (or the equivalent in study abroad)
5. **French 209** or **210** (or the equivalent in study abroad)
6. three courses at the 300-level, including one senior seminar

Requirements for Minors in Romance Languages

Students may declare a minor in French, Italian, or Spanish. The minor consists of at least three courses at Bowdoin in one language above **204**, including one 300-level course.

Placement

Students who plan to take French or Spanish must take the appropriate placement test at the beginning of the fall semester.

FRENCH

101c. Elementary French I. Every fall. Fall 2005. Kimberly MacDonald.

A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments. Primarily open to first- and second-year students who have had two years or less of high school French. *A limited number of spaces are available for juniors and seniors.*

102c. Elementary French II. Every spring. Spring 2006. Charlotte Daniels.

A continuation of **French 101.** A study of the basic forms, structures, and vocabulary. Emphasis on listening comprehension and spoken French. During the second semester, more stress is placed on reading and writing. Three class hours per week and one weekly conversation session with assistant, plus regular language laboratory assignments.

Prerequisite: **French 101** or equivalent.

203c. Intermediate French I. Every fall. Fall 2005. Charlotte Daniels and Stéphanie Bérard.

A review of basic grammar, which is integrated into more complex patterns of written and spoken French. Short compositions and class discussions require active use of students' acquired knowledge of French. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 102** or placement.

204c. Intermediate French II. Every spring. Spring 2006. Katherine Dauge-Roth.

Continued development of oral and written skills; course focus shifts from grammar to reading. Short readings from French literature, magazines, and newspapers form the basis for the expansion of vocabulary and analytical skills. Active use of French in class discussions and conversation sessions with French assistants. Three class hours per week and one weekly conversation session with teaching fellow.

Prerequisite: **French 203** or placement.

205c. Advanced French I. Every fall. Fall 2005. Katherine Dauge-Roth and William VanderWolk.

Conversation and composition based on a variety of contemporary films and texts about France and Francophone countries. Grammar review and frequent short papers. Emphasis on student participation including short presentations and debates. Three hours per week plus one weekly viewing session for films and weekly conversation session with teaching fellow.

Prerequisite: **French 204** or placement.

[207c,d. Francophone Cultures].

208c. Contemporary France through the Media. Every spring. Spring 2006. Charlotte Daniels.

An introduction to contemporary France through newspapers, magazines, television, music, and film. Emphasis is on enhancing communicative proficiency in French and increasing cultural understanding prior to study abroad in France or another Francophone country.

Prerequisite: **French 205** or permission of the instructor.

209c. Introduction to the Study and Criticism of Medieval and Early Modern French Literature. Every fall. Fall 2005. Katherine Dauge-Roth.

An introduction to the literary tradition of France from the Middle Ages to the French Revolution. Students are introduced to major authors and literary movements in their cultural and historical contexts.

Prerequisite: **French 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern French Literature. Every spring. Spring 2006. William VanderWolk.

Introduces students to the literary tradition of the French-speaking world from 1789 to the present. Focus on major authors and literary movements in historical and cultural context.

Prerequisite: **French 205** or permission of the instructor.

310-329c. Topics in French and Francophone Literature. Every year. The Department.

Designed to provide students who have a basic knowledge of literature in French the opportunity to study more closely an author, a genre, or a period.

French 310-329 may be repeated for credit with the contents changed.

[313c. War and Memory.]

[315c,d. Social Pulse and Documentary Impulse.]

316c. French Theatre Production. Fall 2005. Charlotte Daniels and William VanderWolk.

Students read, analyze, and produce scenes from French plays. At the end of the semester, student groups produce, direct, and perform in one-act plays. Authors studied may include Molière, Marivaux, Beckett, Ionesco, Sartre, Camus, Genet, Sarraute, and Anouilh.

Prerequisite: **French 207, 208, 209,** or **210,** or permission of the instructor.

[318c. Novel Ways to Love and Die in France.]

[324c. Jewish and Black Figures in French Texts: Two Tragic Memories of Fate.]

[325c. Witches, Monsters, and Demons: Representing the Occult.]

326c. Writing Corporeality in Early Modern France. Spring 2006. Katherine Dauge-Roth.

Analysis of texts and images from early modern literary, philosophical, political, medical, ecclesiastical, and artistic sources from the sixteenth through eighteenth centuries — as well as from modern film, web, and textual media — allows students to explore the conflicting roles of early modern bodies through several themes: birth and death, medicine and hygiene, gender and sexuality, social class, race, monstrosity, Catholic and Protestant visions of the body, the royal body, the body politic. Thoughtful comparison and examination of the meanings of the body today encouraged throughout the course.

Prerequisite: **French 207** or **208** and **209** or **210**, or permission of the instructor.

330c,d. Francophone Caribbean and African Literature and Cinema: Rewriting History through Words and Images. Fall 2005. Stéphanie Bérard.

How did France's former colonies become independent and what are the consequences of this new freedom? How does the emancipation of Algerian women correspond to the emancipation of a nation? How does trauma experienced by a young girl under the Duvalier dictatorship reflect the collective history of Haiti? Explores these and many other questions through the work of writers and filmmakers including Aimé Césaire, Frantz Fanon, Daniel Boukman, Euzhan Palcy (Martinique), Raoul Peck, J. J. Dominique (Haiti), Assia Djébar (Algeria), and Ousmane Sembène (Senegal), all of whom examine and reevaluate the history of colonialism and slavery as presented by historians from the Western world.

Prerequisite: **French 207** or **208** and **209** or **210**, or permission of the instructor.

351c. Senior Seminar for French Majors.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

This course is required for the major in French or Romance languages.

Resistance, Revolt, and Revolution. Spring 2006. William VanderWolk.

Examines historical images of revolt in France, as seen in literature and film, from 1789 to 1968. Also short readings in political, historical, and philosophical texts.

401c–404c. Independent Study. The Department.

ITALIAN

101c. Elementary Italian I. Every fall. Fall 2005. Anna Rein.

Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. Emphasis is on listening comprehension and spoken Italian.

102c. Elementary Italian II. Every spring. Spring 2006. Davida Gavioli.

Continuation of **Italian 101.** Three class hours per week, plus weekly drill sessions and language laboratory assignments. Study of the basic forms, structures, and vocabulary. More attention is paid to reading and writing.

Prerequisite: **Italian 101** or equivalent.

203c. Intermediate Italian I. Every fall. Fall 2005. Davida Gavioli.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 102** or placement.

204c. Intermediate Italian II. Every spring. Spring 2006. Anna Rein.

Three class hours per week and one weekly conversation session with assistant. Aims to increase fluency in both spoken and written Italian. Grammar fundamentals are reviewed. Class conversation and written assignments are based on contemporary texts of literary and social interest.

Prerequisite: **Italian 203** or placement.

205c. Advanced Italian I. Every fall. Fall 2005. Olivia Holmes.

Designed to increase the student's fluency in spoken and written Italian through the use of a large variety of cultural materials and media. The "texts" include literature, newspapers, magazines, the Internet, film, and television. Weekly written assignments introduce students to different writing styles, such as formal letters, restaurant reviews, love poetry, news briefs, and literary analyses. Weekly presentations, vocabulary-building exercises, and situational activities. Three class hours per week and one weekly conversation session with an assistant. Conducted in Italian.

Prerequisite: **Italian 204** or placement.

208c. Italian Culture: Visions of Italy. Every spring. Spring 2006. Arielle Saiber.

Building on the cultural material presented in **Italian 205,** delves further into the dolce vita and the not-so-dolce-vita that is Italy through investigating how Italians conceive of their country. We study literature on Italy written by Italians; read and watch Italian news; view Italian-made films that foreground the Italian landscape, countryside, and lifestyle; explore Italian TV and Web sites: converse with college students in Italy; and look at numerous visual images of Italy in art and photography. Continues to refine writing, speaking, and comprehension skills and prepares students for advanced courses in Italian literature and culture. Conducted in Italian.

Prerequisite: **Italian 205** or permission of the instructor.

[222c. Dante's *Divine Comedy*.]

[251b. The Culture of Italian Fascism.]

307c. Dante, Petrarch, and Boccaccio: The Narrator as Lover. Fall 2005. Olivia Holmes.

Close readings of three cornerstones of the Italian literary canon, Dante's *Vita Nuova*, Boccaccio's *Decameron*, and Petrarch's *Canzoniere*, situating them within both literary and larger historical trends. All three authors assembled collections of their own texts — poems in the case of Dante and Petrarch; short stories in the case of Boccaccio — in the century following the emergence of written Italian, while seeking to establish not only their own autobiographical authenticity as desiring subjects, but also the authority of the newly-emerged genre of the vernacular book. Conducted in Italian.

Prerequisite: **Italian 208** or permission of the instructor.

[311c. Italian Narratives: Novel into Film.]

[312c. Hallucinatory Landscapes: The Fantastic in Italian Film and Literature.]

314c. Italian Theater. Spring 2006. Arielle Saiber.

Students read, analyze, and produce scenes from Italian plays. At the end of the semester, student groups produce, direct, and perform a play or scenes from a variety of plays. Authors may include Ariosto, Della Porta, Machiavelli, Bruno, Gozzi, Goldoni, Alfieri, D'Annunzio, Pirandello, Bontempelli, De Filippo, Maraini, and Fo. Conducted in Italian.

Prerequisite: **Italian 208** or permission of the instructor.

[315c. Fine Young Cannibals and Other Stories: Pulp, Noir, and *Impegno* in *Fin-de-Siècle* Italy.]

401–404c. Independent Study. The Department.

SPANISH

101c. Elementary Spanish I. Every fall. Fall 2005. Candice Bosse.

Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. Emphasis is on grammar structure, with frequent oral drills.

Prerequisite: **Spanish 101** is open to first- and second-year students who have had less than two years of high school Spanish.

102c. Elementary Spanish II. Every spring. Spring 2006. Genie Wheelwright.

Continuation of **Spanish 101.** Three class hours per week and weekly conversation sessions with assistant, plus laboratory assignments. An introduction to the grammar of Spanish, aiming at comprehension, reading, writing, and simple conversation. More attention is paid to reading and writing.

Prerequisite: **Spanish 101** or equivalent.

203c. Intermediate Spanish I. Every fall. Fall 2005. Genie Wheelwright.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 102** or placement.

204c. Intermediate Spanish II. Every spring. Spring 2006. Candice Bosse.

Three class hours per week and one weekly conversation session with the teaching assistant. Grammar fundamentals are reviewed. Class conversation and written assignments are based on readings in modern literature.

Prerequisite: **Spanish 203** or placement.

205c. Advanced Spanish. Every fall. Fall 2005. Gustavo Faverón-Patriau and Enrique Yepes.

The study of a variety of journalistic and literary texts and visual media, together with an advanced grammar review, designed to increase written and oral proficiency, as well as appreciation of the cultural history of the Spanish-speaking world. Foundational course for the major. Three class hours per week and one weekly conversation session with assistant. (Same as **Latin American Studies 205**.)

Prerequisite: **Spanish 204** or placement.

207c,d. Latin American Cultures. Spring 2006. Gustavo Faverón-Patriau and Enrique Yepes.

A study of diverse cultural artifacts (literature, film, history, graffiti, and journalism) intended to explore the ethnic and cultural heterogeneity of Latin American societies from pre-Columbian times to the present, including the Latino presence in the United States. Conducted in Spanish. (Same as **Latin American Studies 207**.)

Prerequisite: **Spanish 205** or permission of the instructor.

208c. Spanish Culture. Fall 2005. Elena Cueto-Asín.

Through the study of Spanish literature, film, history, and journalism, examines different aspects of Spanish culture, such as myths and stereotypes about Spain and her people, similarities and differences between Spanish and American cultures, and the characterization of contemporary Spain. Emphasis on close analysis of primary materials. Conducted in Spanish.

Prerequisite: **Spanish 205** or permission of the instructor. Students who have taken a 300-level Spanish course may not take this course.

209c. Introduction to the Study and Criticism of Medieval and Early Modern Hispanic Literature. Fall 2005. John Turner.

A chronological introduction to literature of the Spanish-speaking world from the Middle Ages through 1800. Explores major works and literary movements of the Middle Ages, the Spanish Golden Age, and Colonial Spanish America in their historical and cultural context. (Same as **Latin American Studies 209**.)

Prerequisite: **Spanish 205** or permission of the instructor.

210c. Introduction to the Study and Criticism of Modern Hispanic Literature. Spring 2006. John Turner and Elena Cueto-Asín.

Introduces students to the literatures of Spain and Spanish America from 1800 to the present. Examines major authors and literary movements of modern Spain and Spanish America in historical and cultural context. (Same as **Latin American Studies 210**.)

Prerequisite: **Spanish 205** or permission of the instructor.

310c-339c. Topics in Spanish and Hispanic American Literature I and II. Every year.

Designed to provide students who have a basic knowledge of literature in Spanish the opportunity to study more closely an author, a genre, or a period. **Spanish 320–339** may be repeated for credit with the contents changed.

[310c. Creative Writing Workshop in Spanish.]

321c,d. Reading Modern Poetry in the Americas. Fall 2005. Enrique Yepes.

How life is perceived defines the way it is lived. Nineteenth- and twentieth-century poetry from the Americas provides models to explore how life has been interpreted and can be perceived according to diverse personal and social frameworks. Art and music are not excluded from this mostly practical approach to interpreting life, centered around works by poets like Whitman, Dickinson, Mistral, Neruda, Pizarnik, and Borges, among many others. (Same as **Latin American Studies 321**.)

Prerequisite: Spanish **209, 210**, or a 300-level Spanish course.

324c.Twentieth-Century Spanish Theater. Fall 2005. Elena Cueto-Asín.

Examines works by Spanish playrights of the twentieth-century in light of the innovations of the *avant-garde* movements of the 1920s and 1930s, the limitations imposed by censorship under the Franco dictatatorship, and the plurality of voices that emerges during the present democratic period. The study of plays by García Lorca, Buero Vallejo, Arrabal, Diosdado, and others, tracks the evolution of the experimental qualities of the theater, as well as gives special attention to the ways in which political and historical discourses are adapted for the stage. Part of the course includes recitation of scenes.

Prerequisite: Two of the following: **Spanish 207, 208, 209, 210,** or permission of the instructor.

[325c. Spanish Civil War in Literature and Film.]

328c. Don Quijote. Fall 2005. John Turner.

Study of the text of Cervantes's seminal work in its historical and cultural context, and consideration of some of its interpretations, in Spain and elsewhere.

Prerequisite: Two of the following: **Spanish 207, 208, 209, 210,** or permission of the instructor.

[330c. Poetry and Empire.]

[334c. Góngora and Góngorism.]

[335c. Coming of Age: The Novel of Development in Contemporary Latin American Literature.]

[336c. Reading Images.]

[337c. Hispanic Short Story.]

[338c. Spanish American Testimonio.]

351c. Senior Seminar for Spanish Majors. Spring 2006. The Department.

The seminar offers students the opportunity to synthesize work done in courses at Bowdoin and abroad. The topic will change each year.

This course is required for the major in Spanish or Romance languages.

401c–404c. Independent Study and Honors. The Department.

Russian

Professor: Jane E. Knox-Voina†
Associate Professor: Raymond H. Miller, *Chair*
Visiting Assistant Professor: Elena Monastireva-Ansdell
Teaching Fellow: Natalia Karnycheva
Department Coordinator: Tammis L. Lareau

Requirements for the Major in Russian Language and Literature

The Russian major consists of ten courses (eleven for honors). These include **Russian 101, 102** and **203, 204**; four courses in Russian above **Russian 204;** and two approved courses in either Russian literature in translation or Slavic civilization, or approved related courses in government, history, or economics (e.g., **Government 231, Post-Communist Russian Politics** and **History 218, The Making of Modern Russia**).

Interdisciplinary Major

The department participates in an interdisciplinary major in Eurasian and East European studies. See pages 190–92.

Study Abroad

Students are encouraged to spend at least one semester in Russia. There are several approved summer and one-semester Russian-language programs in Moscow, St. Petersburg, Yaroslavl, Voronezh, and Irkutsk that are open to all students who have taken the equivalent of two or three years of Russian. Programs should be discussed with the Russian Department. Students returning from study abroad will be expected to take two courses in the department unless exceptions are granted by the chair. Two of the four semester credits from a one-semester study abroad program may be counted toward both the Eurasian and East European major and the Russian major: four credits may be counted toward a Russian major from a year-long program.

Advanced Independent Study

This is an option intended for students who wish to work on honors projects or who have taken advantage of all the regular course offerings and wish to work more closely on a particular topic already studied. Independent study is not an alternative to regular course work. Application should be made to a member of the department prior to the semester in which the project is to be undertaken and must involve a specific proposal in an area in which the student can already demonstrate basic knowledge. Two semesters of advanced independent studies are required for honors in Russian. Petition for an honors project must be made in the spring of the junior year.

Requirements for the Minor in Russian

The minor consists of seven courses (including the first two years of Russian).

Courses Taught in English Translation

The department offers courses in English that focus on Russian history, literature, and culture. These courses may be taken by non-majors and include a first-year seminar and a series of 200-level courses: **Russian 21** and **220–251.**

Courses in Russian for Majors and Minors

101c. Elementary Russian I. Every fall. Fall 2005. Elena Monastireva-Ansdell.

Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns: the development of facility in speaking and understanding simple Russian. Conversation hour with a native speaker.

102c. Elementary Russian II. Spring 2006. Elena Monastireva-Ansdell.

Continuation of **Russian 101.** Emphasis on the acquisition of language skills through imitation and repetition of basic language patterns; the development of facility in speaking and understanding simple Russian. Conversation hour with native speaker.

Prerequisite: **Russian 101** or permission of the instructor.

203c. Intermediate Russian I. Every fall. Fall 2005. Elena Monastireva-Ansdell.

A continuation of **Russian 101, 102.** Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 102** or permission of the instructor.

204c. Intermediate Russian II. Spring 2006. Raymond Miller.

A continuation of **Russian 203.** Emphasis on maintaining and improving the student's facility in speaking and understanding normal conversational Russian. Writing and reading skills are also stressed. Conversation hour with native speaker.

Prerequisite: **Russian 203** or permission of the instructor.

305c. Advanced Reading and Composition in Russian. Every fall. Fall 2005. Raymond Miller.

Intended to develop the ability to read Russian at a sophisticated level by combining selected language and literature readings, grammar review, and study of Russian word formation. Discussion and reports in Russian. Conversation hour with native speaker.

Prerequisite: **Russian 204** or permission of the instructor.

307c. Russian Folk Culture. Every other spring. Spring 2007. Raymond Miller.

A study of Russian folk culture: folk tales, fairy tales, legends, and traditional oral verse, as well as the development of folk motives in the work of modern writers. Special emphasis on Indo-European and Common Slavic background. Reading and discussion in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

309c. Nineteenth-Century Russian Literature. Every other fall. Fall 2005. Raymond Miller.

A survey of Russian prose of the nineteenth century. Special attention paid to the development of Russian realism. Writers include Pushkin, Lermontov, Gogol', Turgenev, Dostoevsky, and Tolstoy.

Prerequisite: **Russian 305** or permission of the instructor.

310c. Modern Russian Literature. Every other spring. Spring 2006. Elena Monastireva-Ansdell.

An introduction to twentieth-century Russian literature from Symbolism to Postmodernism. Reading of poetry by Blok, Akhmatova, Mayakovsky, Evtushenko, and Okudzhava, along with short prose by Zamiatin, Babel, Zoshchenko, Kharms, Shalamov, Aksenov, Shukshin, Petrushevskaya, Tolstaya, Ulitskaya, Sadur, and Pelevin. Close readings of the assigned works are viewed alongside other artistic texts and cultural phenomena, including the bard song, film, animation, conceptual and sots-art, and rock- and pop-music.

Prerequisite: **Russian 305** or permission of the instructor.

316c. Russian Poetry. Every other fall. Fall 2006. Raymond Miller.

Examines various nineteenth- and twentieth-century Russian poets, including Pushkin, Lermontov, Blok, and Mayakovsky. Earlier history of Russian verse is also discussed. Includes study of Russian poetics and the cultural-historical context of each poet's work. Reading and discussion are in Russian. Short term papers.

Prerequisite: **Russian 305** or permission of the instructor.

291c–294c. Intermediate Independent Study. The Department.

Upon demand, this course may be conducted as a small seminar for several students in areas not covered in the above courses (e.g., the Russian media or intensive language study). This course may be repeated for credit with the contents changed.

Prerequisite: **Russian 305** or permission of the instructor.

401c–404c. Advanced Independent Study. The Department.

Individual research in Russian studies. Major sources should be read in Russian. This course may be repeated for credit with the contents changed. A two-semester project is necessary for honors in Russian.

Prerequisite: At least one course beyond **Russian 305.**

IN ENGLISH TRANSLATION

First-Year Seminar

For a full description of first-year seminars, see pages 133–42.

21c. The Culture of Nationalism. Every other fall. Fall 2006. Raymond Miller.

[212c. Fantasy, Satire, and Science Fiction: Making Sense of the Absurd in a Totalitarian World.]

[215c. Russia, The Slavs, and Europe.]

220c. Nineteenth-Century Russian Literature. Spring 2007. Raymond Miller.

Traces the development of Russian realism and the Russian novel in the context of contemporary intellectual history. Specific topics include the Russian response to Romanticism; the rejection of Romanticism in favor of the "realistic" exposure of Russia's social ills; Russian nationalism and literary Orientalism; the portrayal of women and their role in Russian society; the reflection of contemporary political controversies in Russian writing. Authors include Pushkin, Gogol', Lermontov, Belinsky, Turgenev, Dostoevsky, and Tolstoy. Russian majors are required to do some reading in Russian.

221c. Soviet Worker Bees, Revolution, and Red Love in Russian Film. Spring 2007. Jane Knox-Voina.

Explores twentieth-century Russian culture through film, art, architecture, and literature. Topics include scientific utopias, eternal revolution, individual freedom, collectivism, conflict between the intelligentsia and the common man, the "new Soviet woman," nationalism, and the demise of the Soviet Union. Works of Eisenstein, Tarkovsky, Kandinsky, Chagall, Mayakovsky, Pasternak, Brodsky, Akhmatova, Solzhenitsyn, and Tolstaya. Weekly film viewings. Russian majors are required to do some reading in Russian. (Same as **Women's Studies 220.**)

[223c. Dostoevsky and the Novel.]

224c. Dostoevsky or Tolstoy. Fall 2005. Raymond Miller.

Explores and compares two giants of Russian literature, Lev Tolstoy and Fyodor Dostoevsky. Their works are read for their significance, both to Russian cultural history and to European thought; special attention is paid to the portrayal of women and women's issues in both authors. Part I studies Dostoevsky's quest for guiding principles of freedom and love in a world of growing violence, cynicism, and chaos. "The Woman Question" emerges as a constant subject: Dostoevsky particularly concerned himself with the suffering of poor and humiliated women. A close reading of several short works and the novel *Brothers Karamazov* set in their historical, and intellectual framework. Emphasis on the novelist's struggle between Western materialistic individualism and Eastern voluntary self-renunciation. Examines Dostoevsky's "fantastic realism" as a polyphony of voices, archetypes, and religious symbols. Part II studies Tolstoy's development both as a novelist and a moral philosopher. Examines several works, the most important being the novel *Anna Karenina*, with special emphasis on the tension between Tolstoy-the-artist and Tolstoy-the-moralist. Discussion of the writer's role as "the conscience of Russia" in the last thirty years of his life, as well as his influence on such figures as Gandhi and Martin Luther King. (Same as **Gender and Women's Studies 217.**)

[251c,d. Central Asia through Film and Literature.]

225c. Re-Imaging Russia in Contemporary Russian Film and Fiction. Spring 2006. Elena Monastireva-Ansdell.

A survey of fictional and cinematic depictions of Russia's dramatic transition to democracy and capitalism following the breakdown of the Soviet system. Topics include defining Russia's position *vis-à-vis* capitalism, the West, and Western values; making sense of organized crime and re-division of political and economic power; struggling for a positive vision of Russian national identity; reassessing the Stalinist past; re-negotiating gender roles; evaluating Soviet imperial ambitions and their enduring legacy; and exploring the place of non-Russians within the Russian Federation.

Sociology and Anthropology

Professors: Susan E. Bell, Sara A. Dickey, Craig A. McEwen, Nancy E. Riley
Associate Professors: Pamela Ballinger**, Joe Bandy, Susan A. Kaplan†,
Scott MacEachern, *Chair*
Assistant Professors: Wendy Cadge†, Krista E. Van Vleet
Visiting Assistant Professors: Courtney Jackson, Janet K. Lohmann, H. Roy Partridge, Jr.,
Leslie C. Shaw
Adjunct Assistant Professors: Anne Henshaw, Elizabeth Bakewell
Visiting Instructor: Jill Wightman
Department Coordinator: Lori B. Quimby

Requirements for the Major

In consultation with an advisor, each student plans a major program that will nurture an understanding of society and the human condition, demonstrate how social and cultural knowledge are acquired through research, and enrich his or her general education. On the practical level, a major program prepares the student for graduate study in sociology or anthropology and contributes to preprofessional programs such as law and medicine. It also provides background preparation for careers in urban planning, public policy, the civil service, social work, business or personnel administration, social research, law enforcement and criminal justice, the health professions, journalism, secondary school teaching, and development programs.

A student may choose either of two major programs or two minor programs:

The major in sociology consists of ten courses, including **Sociology 101, 201, 211,** and **310.** One or two of the ten courses may be advanced courses from anthropology (or, if approved by the department chair, from related fields to meet the student's special interests) or off-campus study courses (with departmental approval). In all cases, at least seven of the courses counted toward the major must be Bowdoin sociology courses. **Sociology 201** should be taken in the sophomore year.

The major in anthropology consists of nine courses, including **Anthropology 101, 102, 201, 203,** and **310,** and one course with an area focus. Students are urged to complete **Anthropology 101, 102, 201,** and **203** as early as possible. One or two of the nine courses may be taken from the advanced offerings in sociology and/or, with departmental approval, from off-campus study programs. In all cases, at least seven of the courses counted toward the major must be Bowdoin anthropology courses.

All courses for the major or minor must be taken for a grade.

Requirements for the Minor

The minor in sociology consists of five sociology courses, including **Sociology 101, 201,** and **211,** and two other sociology courses. One of the elective courses may be from off-campus study.

The minor in anthropology consists of five anthropology courses, including **Anthropology 101** and **203,** either **102** or **201,** and an area study course. One of the elective courses may be from off-campus study.

For the anthropology major or minor program, one semester of independent study may be counted. For the sociology major program, two semesters of independent study may be counted, while for the minor program one semester may be counted.

Departmental Honors

Students distinguishing themselves in either major program may apply for departmental honors. Awarding of the degree with honors will ordinarily be based on grades attained in major courses and a written project (emanating from independent study), and will recognize the ability to work creatively and independently and to synthesize diverse theoretical, methodological, and substantive materials.

SOCIOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 133–42.

10b,d. Racism. Fall 2005. Roy Partridge.
(Same as **Africana Studies 10.**)

[13b. Epidemics and Society.]

Introductory, Intermediate, and Advanced Courses

101b. Introduction to Sociology. Fall 2005. Courtney Jackson and Janet Lohmann. Spring 2006. Courtney Jackson.

The major perspectives of sociology. Application of the scientific method to sociological theory and to current social issues. Theories ranging from social determinism to free will are considered, including the work of Marx, Weber, Durkheim, Merton, and others. Attention is given to such concepts as role, status, society, culture, institution, personality, social organization, the dynamics of change, the social roots of behavior and attitudes, social control, deviance, socialization, and the dialectical relationship between individual and society.

201b. Introduction to Social Research. Spring 2006. Nancy Riley.

Provides firsthand experience with the specific procedures through which social science knowledge is developed. Emphasizes the interaction between theory and research, and examines the ethics of social research and the uses and abuses of research in policy making. Reading and methodological analysis of a variety of case studies from the sociological literature. Field and laboratory exercises that include observation, interviewing, use of available data (e.g., historical documents, statistical archives, computerized data banks, cultural artifacts), sampling, coding, use of computer, elementary data analysis and interpretation. Lectures, laboratory sessions, and small-group conferences.

Prerequisite: **Sociology 101** or permission of the instructor.

202b. Analyzing the Social Landscape. Spring 2006. Courtney Jackson.

Abortion, affirmative action, same sex marriage, educational attainment, social class rankings. How do sociologists use quantitative data analysis to make sense of these and other issues? Examines current views and behavior within the United States using the General Social Survey. Using SPSS, students learn techniques of data analysis, including univariate descriptive statistics, bivariate correlations and crosstabulations, and linear regression.

Prerequisite: **Sociology 201** or **Anthropology 201** or permission of the instructor.

204b. Families: A Comparative Perspective. Fall 2006. Nancy Riley.

Examines families in different societies. Issues addressed include definition and concept of the "family"; different types of family systems; the interaction of family change and other social, economic, and political change; the relationships between families and other social institutions; the role of gender and age in family relationships; and sources and outcomes of stability, conflict, and dissolution within families. (Same as **Gender and Women's Studies 204.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

207b. Women and Work. Fall 2005. Courtney Jackson.

Using gender as the lens for analysis, addresses the history of women's work, access to different types of occupations and professions, globalization of gendered-care work, work-family balance, and differences among women in paid and unpaid work experiences. (Same as **Gender and Women's Studies 207**)

Prerequisites: **Sociology 101**, **Anthropology 101**, **Gender and Women's Studies 101**, or Permission of the instructor.

[208b,d. Race and Ethnicity.]

209b. Immigration, Culture and Community. Spring 2006. Janet Lohmann.

Provides sociological perspectives on the historical and contemporary development of ethnic communities, with emphasis on select post-1965 immigration. Among other things, may cover sociological theories on immigration, enclaves and communities, a comparison of different communities, the role of ethnic enclaves in the mobility/ acculturation of immigrants and the second generation, community formation in multi-cultural settings, and political/ policy issues of ethnic communities.

Prerequisite: **Sociology 101 or Anthropology 101.**

211b. Classics of Sociological Theory. Fall 2005. Joe Bandy. Spring 2006. Susan Bell.

An analysis of selected works by the founders of modern sociology. Particular emphasis is given to understanding differing approaches to sociological analysis through detailed textual interpretation. Works by Marx, Weber, Durkheim, and selected others are read.

Prerequisite: **Sociology 101** or permission of the instructor.

212b. Gender and Crime. Spring 2006. Janet Lohmann.

Examines how gender intersects with the understanding of crime and the criminal justice system. Gender is a salient issue in examining who commits what types of crimes, who is most often victimized, and how the criminal justice system responds to these victims and offenders. Students explore the context of crimes such as domestic violence and sexual assault, as well as how the correctional system and social policy are affected by the issue of gender. (Same as **Gender and Women's Studies 212.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

213b. Youth, Crime, and Justice. Fall 2005. Janet Lohmann.

Examines the concept of juvenile delinquency as a distinct type of criminal activity from that committed by adults. Critically assesses the juvenile justice system that has evolved to handle juvenile crime, as opposed to the criminal justice system, which handles criminal offenses committed by adults. Major course topics include: a) the historical roots of delinquency and the juvenile justice system; b) the nature of definitions and distributions of delinquency and youth crime; c) risk factors and various explanations of delinquency; and d) the societal and legal responses to juvenile offending in the United States.

Prerequisite: **Sociology 101** or **Anthroplogy 101.**

[215b. Criminology and Criminal Justice.]

[216b. Sociology of Identity and Interaction.]

217b,d. Overcoming Racism. Spring 2006. Roy Partridge.

Explores and critiques a variety of proposed solutions for healing racism in the United States. A working definition of racism is developed through a careful examination of the social structures that support the continuance of racism and discrimination based on race in the United States. The dominant/subordinate relationships of European Americans with African Americans. Latino/a Americans, Native Americans, and Asian Americans are reviewed. (Same as **Africana Studies 217.**)

Prerequisite: **Sociology 10** or **101,** or **Anthropology 101.**

[219b. Sociology of Gender.]

220b. Class, Labor, and Power. Spring 2006. Joe Bandy.

An examination of social class and the corresponding structures of labor, status, and power in the United States. Surveys a variety of sociological perspectives and applies them to analyze class inequality, labor relations, and social policy. Topics include class stratification, class identity, poverty, corporate power, consumption, labor movements, and the social impacts of new technology and trade.

Prerequisite: **Sociology 101** or **Anthropology 101.**

221b. Environmental Sociology. Spring 2007. Joe Bandy.

An examination of the complex social processes that define, create, and threaten the natural environment. Investigates the relationships among various environmental and social problems, as well as the many political ideologies, philosophies, and movements that define and redefine how we think of nature and sustainability. Explores issues of science and technology, popular culture, urbanization, racial and gender relations, as well as environmental movements. (Same as **Environmental Studies 221.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

222b. Introduction to Human Population. Fall 2005. Nancy Riley.

An introduction to the major issues in the study of population. Focuses on the social aspects of the demographic processes of fertility, mortality, and migration. Also examines population change in Western Europe historically, recent demographic changes in Third World countries, population policy, and the social and environmental causes and implications of changes in births, deaths, and migration. (Same as **Environmental Studies 222** and **Gender and Women's Studies 224.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

223b. Cultural Interpretations of Medicine. Fall 2006. Susan Bell.

Explores a series of topics in health studies from the perspectives of the humanities and social sciences: medical ethics, the development and use of reproductive technologies, relationships between doctors and patients, disability, public health, and the experience of illness. Encourages reflection about these topics through ethnographies, monographs, novels, plays, poetry, and visual arts, such as Barker's *Regeneration*, Spence's *Cultural Sniping*, Edson's *Wit*, Kafka's *Metamorphosis*, and Franklin's *Embodied Progress*. (Same as **Gender and Women's Studies 223**).

Prerequisite: **Sociology 101** or **Anthropology 101.**

225b. Globalization and Social Change. Fall 2005. Joe Bandy.

Focuses on social theories related to the international economy and its current restructuring. Explores the impact of globalization on the lives of working people, on the global division of labor, on human rights, on gender inequality, and on the natural environment. Examines the modern history of economic development, and the many social conflicts and resistance movements it has sparked. Touches upon various world regions and their unique positions in the global economy, including Latin America and East Asia. (Same as **Latin American Studies 225.**)

Prerequisite: **Sociology 101** or **Anthropology 101.**

[233b. Asian American Experience.]

245b. Social Movements. Fall 2006. Joe Bandy.

Focusing on the social conflicts of the twentieth century, explores the ways in which relatively powerless groups have worked to change history, both in the United States and globally. Touching on the reformist and the revolutionary, as well as older emergent movements, covers unionism, grassroots anti-poverty campaigns, environmental organizations, racial justice groups, sexual identity movements, and indigenous peoples movements. Especially important are the strategies, visions, and social effects of these movements.

Prerequisite: **Sociology 101** or **Anthropology 101**, or permission of the instructor.

251b. Sociology of Health and Illness. Fall 2005. Susan Bell.

Examines the social contexts of physical and mental health, illness, and medical care. Deals with such topics as the social, environmental, and occupational factors in health and illness; the structure and process of health care organizations; the development of health professions and the health work force; doctor-patient relationships; ethical issues in medical research; and health care and social change.

Prerequisite: **Sociology 101** or **Anthropology 101** or permission of the instructor.

[252b. Sociology of Chronic Illness and Disability.]

253b. Constructions of the Body. Fall 2005. Susan Bell.

Explores the body as a reflection and construction of language, a source of metaphor, and a political and social "space." Considers historical and cross-cultural studies about men's and women's bodies, sexuality, gender, and power. Throughout the course, we draw from and compare theories of the body in sociology, women's studies, and gay and lesbian studies. (Same as **Gender and Women's Studies 253.**)

Prerequisite: **Sociology 101** or **Anthropology 101,** and one of the following: **Gender and Women's Studies 101, Gay and Lesbian Studies 201,** or a 200-level sociology course.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

261b,d. Contemporary Chinese Society, Part 1. Spring 2006. Nancy Riley.

Examines several key elements of contemporary society, exploring how Chinese society has changed in recent years and how social institutions such as family, education, and community have been a part of the recent economic and social restructuring. Pays particular attention to how individuals, families, and communities have fared through the many changes. Part of a two-course sequence with **Sociology 262**. (Same as **Asian Studies 261**).

Prerequisite: Permission of the instructor. Because this course is part of a two-course sequence that includes a six-week trip to China (**Sociology 262/Asian Studies 262**), students are selected on the basis of a short application to be submitted in the fall.

262b,d. Contemporary Chinese Society, Part 2. Spring 2006. Nancy Riley.

A continuation of **Sociology 261**, this course includes a six-week trip to China at the end of the spring semester. There, students see firsthand some of the issues studied during the regular semester at Bowdoin. The trip includes lectures and seminars on current issues in China. In addition, students continue work on projects developed during the semester. Grading for this course is Credit/D/Fail. (Same as **Asian Studies 262.**)

Prerequisite: **Sociology 261** (Same as **Asian Studies 261**) must be taken concurrently, and permission of the instructor is required.

265b,d. Gender and Family in East Asia. Fall 2005. Nancy Riley.

Family and gender are central to the organization of East Asian societies, both historically and today. Uses comparative perspectives to examine issues related to family and gender in China, Japan, and Korea. Using the enormous changes experienced in East Asia in recent decades as a context, explores the place of Confucian influences in these societies, the different roles of the state and economy, and the ways that gender and family have been shaped by and shaped those changes. (Same as **Asian Studies 264** and **Gender and Women's Studies 265.**)

Prerequisite: **Sociology 101 or Anthropology 101.**

291b–294b. Intermediate Independent Study in Sociology. The Department.

310b. Advanced Seminar: Current Controversies in Sociology. Spring 2006. Susan Bell and Joe Bandy.

Draws together different theoretical and substantive issues in sociology in the United States, primarily since 1950. Discusses current controversies in the discipline, e.g., quantitative versus qualitative methodologies, micro versus macro perspectives, and pure versus applied work.

Prerequisite: Senior standing and **Sociology 211,** or permission of the instructor.

320b. Poverty and Social Policy. Fall 2006. Joe Bandy.

An advanced study of poverty in the U.S., its social causes, its effects on social life, and the social policies designed to address it. Examines poverty primarily in the U.S., but also discusses some comparative analyses of poverty and social policy internationally. Topics include: economic inequalities, class relations, deindustrialization, gender and racial dimensions of poverty, the working poor, homelessness, the history and politics of assistance programs, and various non-governmental social services. As part of the class, students will complete public service projects in which they will have the opportunity to assist and to learn from social service agencies in the mid-coast area.

Prerequisite: junior standing, **Sociology** or **Anthropology 101**, and one of **Sociology 204, 220, 225**, **Anthropology 225**, **Economics 211** or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Sociology. The Department.

ANTHROPOLOGY

First-Year Seminars

For a full description of first-year seminars, see pages 133–42.

14b,d. Weather, Climate, and Culture. Spring 2006. Anne Henshaw.
(Same as **Environmental Studies 14.**)

[20b. Fantastic Archaeology.]

[22b. Inventing the Seaside.]

Introductory, Intermediate, and Advanced Courses

101b,d. Introduction to Cultural Anthropology. Fall 2005. Pamela Ballinger and Jill Wightman. Spring 2006. Sara Dickey.

Cultural anthropology explores the diversities and commonalities of cultures and societies in an increasingly interconnected world. This course introduces students to the significant issues, concepts, theories, and methods in cultural anthropology. Topics may include: cultural relativism and ethnocentrism, fieldwork and ethics, symbolism, language, religion and ritual, political and economic systems, family and kinship, gender, class, ethnicity and race, nationalism and transnationalism, and ethnographic representation and validity.

102b,d. Introduction to World Prehistory. Fall 2005. Scott MacEachern. Spring 2006. Leslie Shaw.

An introduction to the discipline of archaeology and the studies of human biological and cultural evolution. Among the subjects covered are conflicting theories of human biological evolution, debates over the genetic and cultural bases of human behavior, the expansion of human populations into various ecosystems throughout the world, the domestication of plants and animals, the shift from nomadic to settled village life, and the rise of complex societies and the state.

201b. Anthropological Research. Fall 2005. Sara Dickey.

Anthropological research methods and perspectives are examined through classic and recent ethnography, statistics and computer literacy, and the student's own fieldwork experience. Topics include ethics, analytical and methodological techniques, the interpretation of data, and the use and misuse of anthropology.

Prerequisite: **Anthropology 101**.

202b. Essentials of Archaeology. Fall 2005. Scott MacEachern.

Introduces students to the methods and concepts that archaeologists use to explore the human past. Shows how concepts from natural science, history, and anthropology help archaeologists investigate past societies, reveal the form and function of ancient cultural remains, and draw inferences about the nature and causes of change in human societies over time. Will include a significant field work component, including excavations on campus.

Prerequisite: **Anthropology 102**, or **Archaeology 101** or **102**, or permission of the instructor.

203b. History of Anthropological Theory. Fall 2005. Pamela Ballinger.

An examination of the development of various theoretical approaches to the study of culture and society. Anthropology in the United States, Britain, and France is covered from the nineteenth century to the present. Among those considered are Morgan, Tylor, Durkheim, Boas, Malinowski, Mead, Geertz, and Lévi-Strauss.

Prerequisite: **Anthropology 101**.

206b. The Archaeology of Gender and Ethnicity. Fall 2005. Leslie Shaw.

Explores the lives of "people without history," using archaeological data and emphasizing gender and ethnicity. Focuses on the Americas, and covers both prehistoric and post-conquest archaeological site research, including Maya, Inca, Native American, and African American examples. The long temporal aspect of archaeological data allows exploration of such issues as how gender inequality developed in emerging civilizations, how European contact affected indigenous gender roles within the economy, and how enslaved peoples maintained and reinforced an ethnic identity. (Same as **Gender and Women's Studies 206.**)

Prerequisite: **Anthropology 101** or **102,** or permission of the instructor.

[218b,d. Anthropology of Islands.]

[221b. The Rise of Civilization.]

222b. Culture through Performance. Fall 2007. Sara Dickey.

"Cultural performance" covers not only drama, dance, and music, but also such cultural media as ritual, literature, celebration, and spectacle. The anthropological study of these media examines their performers, producers, and audiences, in addition to their form and content. Questions fundamental to this study are: What does cultural performance uniquely reveal about a culture to both natives and outsiders? What social, psychological, and political effects can it have on participants and their societies?

Prerequisite: **Anthropology 101**, or permission of the instructor.

224b. Christianity and Culture in Latin America. Fall 2005. Jill Wightman.

Examines the impact and importance of Christianity in Latin America and its role in shaping Latin American culture. Begins by looking at the cultures—Iberian, native American, and African—that together forged the region now thought of as Latin America. Explores the formative role of Christianity and the blending of different religions in the "traditional" culture of Latin America. Discusses important 20th- and 21st-century developments in Christianity in Latin America, such as Liberation Theology, the rise of evangelical Protestantism, and the Catholic Charismatic Renewal. (Same as **Latin American Studies 224** and **Religion 234**.)

Prerequisite: **Anthropology 101** or permission of the instructor.

225b. Class and Culture. Fall 2006. Sara Dickey.

Examines theories of class and hierarchy, ranging from Marx and Weber to Foucault, and ethnographies of class cultures. Investigates the mutual impact of class and culture, the places of socioeconomic classes in wider systems of stratification, and the interactions of class and other forms of hegemony.

Prerequisite: **Anthropology 101** or **Sociology 101**.

[226b. Culture and Archaeology: Using the Present to Understand the Past.]

227b. Art and Anthropology. Fall 2005. Elizabeth Bakewell.

Provides a critical analysis of "things," beginning with: What is art? And what are things, if they are not art? Building on these questions, considers issues of art for art's sake, art and "primitivism," identity, tourism, modes of production, globalization, consumerism, theft, and repatriation. Discussions address how and what things communicate; how some are invested with sacred qualities and carry memories of people, places, and events; and how they are given as gifts and in the process form alliances of friendship, families, communities, nations, as well as create discontent. Readings draw from cultural, linguistic, economic, and psychological anthropology, as well as archaeology.

Prerequisite: **Anthropology 101**.

228b,d. Discourses of Emotion. Fall 2005. Krista Van Vleet.

Explores emotion as shaped by culture and language and as produced in interactions in a variety of social and cultural contexts. Focuses primarily on oral expression. Topics may include language acquisition and childhood; concepts of the self and subjectivity; emotional performances; cross-cultural concepts of emotion; class, gender, and emotional conventions; language and embodiment; bilingualism, solidarity, and cross-cultural communication; affect, literacy, and social transformation; aesthetics. Genres such as gossip, storytelling, sermon and prayer, ceremonial wailing, and love letters are included. Attention is given to the methods of linguistic anthropology. (Same as **Latin American Studies 228.**)

Prerequisites: **Anthropology 201 or 203** or permission of instructor.

[229b,d. Maya Archaeology and Ethnohistory.]

[230b. Language, Identity, and Power.]

231b,d. Native Peoples and Cultures of Arctic America. Fall 2005. Anne Henshaw.

For thousands of years, Eskimos (Inuit), Indian, and Aleut peoples lived in the Arctic regions of North America as hunters, gatherers, and fishermen. Their clothing, shelter, food, and implements were derived from resources recovered from the sea, rivers, and the land. The characteristics of Arctic ecosystems are examined. The social, economic, political, and religious lives of various Arctic-dwelling peoples are explored in an effort to understand how people have adapted to harsh northern environments. (Same as **Environmental Studies 231.**)

Prerequisite: **Anthropology 101** or **102**.

233b,d. Peoples and Cultures of Africa. Spring 2006. Scott MacEachern.

Introduction to the traditional patterns of livelihood and social institutions of African peoples. Following a brief overview of African geography, habitat, and cultural history, lectures and readings cover a representative range of types of economy, polity, and social organization, from the smallest hunting and gathering societies to the most complex states and empires. Emphasis upon understanding the nature of traditional social forms; changes in African societies in the colonial and post-colonial periods are examined, but are not the principal focus of the course. (Same as **Africana Studies 233**.)

Prerequisite: Previous course in anthropology.

237b,d. Family, Gender, and Sexuality in Latin America. Spring 2006. Krista Van Vleet.

Focuses on family, gender, and sexuality as windows onto political, economic, social, and cultural issues in Latin America. Topics include indigenous and natural gender ideologies, marriage, race, and class; machismo and masculinity; state and domestic violence; religion and reproductive control; compulsory heterosexuality; AIDS; and cross-cultural conceptions of homosexuality.Takes a comparative perspective and draws on a wide array of sources including ethnography, film, fiction, and historical narrative. (Same as **Gender and Women's Studies 237**.)

Prerequisite: **Anthropology 101** or **Sociology 101**, or permission of the instructor.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

238b,d. Culture and Power in the Andes. Fall 2006. Krista Van Vleet.

Explores the anthropology and history of the Andes, focusing on questions of cultural transformation and continuity in a region that has been integrated into western markets and imaginations since 1532, when Francisco Pizarro and a band of fewer than two hundred conquistadors swiftly defeated the Inca empire. Focuses on the ethnography, historical analysis, popular culture, and current events of Bolivia, Ecuador, and Peru. Topics include Inca concepts of history; Spanish colonization; Native Andean cultural identity; household and community organization; subsistence economies and ecology; gender, class, and ethnic relations; domestic and state violence; indigenous religion; contemporary political economy; coca and cocaine production; and migration. (Same as **Latin American Studies 238.**)

Prerequisite: **Anthropology 101** or permission of the instructor.

[239b,d. Indigenous Peoples of North America.]

241b. Native Peoples of the American Northeast. Fall 2005. Leslie Shaw.

Begins with a focus on what is known of the cultures and adaptations of the indigenous peoples living in the American northeast just prior to European contact. A consideration of the impacts of European settlement is then addressed. followed by an exploration of current issues facing Native American communities today. Such modern issues include tribal sovereignty, hunting and fishing rights. environmental controls on tribal lands, education, economic opportunities, and the movement to maintain tribal identity. Uses an anthropological perspective. drawing on ethnography, ethnohistory, archaeology. and the American Indian voice through literature. art. and memoir.

Prerequisite: **Anthropology 101** or **102**.

243b,d. Modernity in South Asia. Spring 2006. Sara Dickey.

What is modernity? How does it differ cross-culturally, and what forms does it take in South Asia? In the countries of South Asia—including India, Pakistan, Sri Lanka, Bangladesh. and Nepal—many aspects of everyday life are both affected by and shape modernity. Economic liberalization. religious nationalism. and popular media are examined, while investigating changes in caste, class, work, gender, family, and religious identities in South Asia. (Same as **Asian Studies 232**).

Prerequisite: **Anthropology 101** or **Sociology 101.**

[244b. Peoples and Societies of the Mediterranean.]

246b. Anthropology of the Balkans. Fall 2007. Pamela Ballinger.

Explores the conceptual and political construction of the Balkans as a crossroads between great empires. religious systems, languages, and ethnic and national groups. Topics covered include: the tensions (past and present) between visions of commonality (pan-Slavism, for example) and exclusive national definitions; local responses to broad processes of state formation, war, and modernization; and the transformation of much of the region as a result of five decades of state socialism. The ongoing changes in the region with the transition from socialist rule will receive particular attention.

Prerequisite: **Anthropology 101** or permission of the instructor.

248b,d. Activist Voices in India. Spring 2007. Sara Dickey.

Examines contemporary social and political activism in India. Focuses on film, essays, and fiction to investigate the ways that political messages are constructed through different media and for specific audiences. Case studies include activism concerning religious conflict, gender inequalities, gay and lesbian identities, and environmental issues. (Same as **Asian Studies 248** and **Gender and Women's Studies 246.**)

Prerequisite: **Anthropology 101** or **Sociology 101**, and one previous course on contemporary South Asian societies (**Anthropology 234, 235; History 256, 258, 259, 288**; or **Religion 12, 221, 323**) or permission of the instructor.

[251b. The Culture of Italian Fascism.]

[256b,d. African Archaeology: The Roots of Humanity.]

[257b. Environmental Archaeology.]

291b–294b. Intermediate Independent Study in Anthropology. The Department.

310b. Contemporary Issues in Anthropology. Spring 2006. Krista Van Vleet.

Close readings of recent ethnographies and other materials are used to examine current theoretical and methodological developments and concerns in anthropology.

Prerequisite: **Anthropology 101, 102, 201,** and **203,** or permission of the instructor.

311b,d. Cultures on Display. Fall 2006. Susan Kaplan.

The American public, fascinated by other people's traditions, flock to anthropology, art, and natural history museums, "exotic" geographic and cultural locations, films, and ethnic art and craft galleries to experience non-Western cultural traditions and purchase objects produced by non-Western groups. Studies the public's fascination with these cultural experiences. Issues of who has rights to interpret and represent another's culture, the ethics of collecting objects and photographing people, and questions of repatriation facing anthropologists are among the topics examined. Includes visits to museums and ethnic arts galleries, considers photographic displays, and reflects on travel experiences to better understand issues of cultural representation.

Prerequisites: **Anthropology 201** or **203**, or permission of the instructor.

401b–404b. Advanced Independent Study and Honors in Anthropology. The Department.

Theater and Dance

Professor: June A. Vail
Associate Professor: Davis Robinson, *Chair***
Lecturers: Gretchen Berg, Sonja Moser, Gwyneth Jones, Paul Sarvis
Adjunct Lecturers: Judy Gailen, Libby Marcus, Michael Schiff-Verre
Coastal Studies Scholar-in-Residence: J. Ed Araiza
Laboratory Instructor: Deb Puhl
Production Coordinator: Joan Sand
Costume Shop Manager: Julie McMurry
Department Coordinator: Noma Petroff

Students may minor in dance or theater. Although no major is offered in the Department of Theater and Dance, students with special interest may, with faculty advice, self-design a major in conjunction with another academic discipline. More information on student-designed majors may be found on page 27.

Interdisciplinary Major

The department participates in an interdisciplinary major in English and theater. See page 190.

DANCE

The Dance curriculum provides a coherent course of study through classes in dance history, theory, criticism, choreography, and performance studies, including dance technique and repertory. The department emphasizes dance's relation to the performing and fine arts, and its fundamental connection to the broad liberal arts curriculum. The program's goal is dance literacy and the development of skills important to original work in all fields: keen perception, imaginative problem solving, discipline, and respect for craft.

Requirements for the Minor in Dance

The minor consists of five course credits: **Dance 101; Dance 111/112, 211/212,** or **311/312**; **Dance 102, 130, 140,** or **150**; and two additional courses at the 200 level or higher.

Introductory, Intermediate, and Advanced Courses

101c. Cultural Choreographies: An Introduction to Dance. Every year. Fall 2005. June Vail.

Dancing is a fundamental human activity, a mode of communication, and a basic force in social life. Investigates dance and movement in the studio and classroom, as aesthetic and cultural phenomena. Explores how dance and movement activities reveal information about cultural norms and values and affect perspectives in our own and other societies. Using ethnographic methods, focuses on how dancing maintains and creates conceptions of one's own body, gender relationships, and personal and community identities. Experiments with dance and movement forms from different cultures and epochs—for example, the hula, New England contradance, classical Indian dance, Balkan kolos, ballet, contact improvisation, and African American dance forms from swing to hiphop—through readings, performances, workshops in the studio, and field work. (Same as **Gender and Women's Studies 102.**)

102c. Making Dances. Every year. Spring 2006. Paul Sarvis.

Explores ways of choreographing dances and multimedia performance works, primarily solos, duets, trios. A strong video component introduces students—regardless of previous experience in dance—to a wide range of compositional methods that correspond to creative process in other arts: writing, drawing, composing. Includes some reading, writing, and discussion, as well as work with visiting professional dance companies and attendance at live performances.

104c. Stagecraft. Every year. Fall 2005. Michael Schiff-Verre.

Introduction to the language and practice of technical theater. Hands-on experience in lighting, sound, costuming, and scenic and property construction. Considers the demands and limits of different theatrical spaces, as well as job roles and management for theater and dance productions. Includes forty hours of laboratory work. May be taken as Credit/D/Fail only. (Same as **Theater 104.**)

130c. Principles of Design. Every year. Fall 2005. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Visual Arts 165** and **Theater 130.**)

140c. Performance Art. Every other year. Spring 2006. Gretchen Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Visual Arts 175** and **Theater 140.**)

150c. Improvisation. Every other year. Spring 2007. Gretchen Berg.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Theater 150.**)

[201c. Topics in Dance History: Five American Originals.]

202c. Topics in Dance History: Rebel Dancers, Dancing Revolutions. Every other year. Fall 2006. June Vail.

A studio exploration of American social and theatrical choreography's intersection with cultural and political upheavals in the United States during the past century. Assignments intersperse dancing with reading, writing, and viewing films and live performances, with workshops by visiting dance companies. Explores diverse styles and eras, including the turn-of-the century feminist/political art of Isadora Duncan; performances of racial and class solidarity by workers' groups of the 1930s; avant-garde happenings and subversive choreographic strategies of the 1960s; the embodied politics of early hip-hop; and, the staging of gender identities in the 1990s and beyond.

Prerequisite: One of the following: **Dance 101, 102, 111, 211,** or **311,** or permission of the instructor.

209c. Training, Acting, and the Body: A Physical Approach to Training for the Stage. Spring 2006. J. Ed Araiza.

Works to develop and bring the entire body to the act of being on stage through the symbiotic meeting of two highly rigorous disciplines (the Suzuki Method of Actor Training and Viewpoints). A full-body experience, working in both highly structured individual exercises and ensemble-oriented, improvisational physical impulses. Incorporates strong vocal techniques and strenuous lower body exercises. (Same as **Theater 209**.)

220c. Dance Genres: African American Culture in Action. Every other year. Spring 2006. June Vail.

Studio technique and theory, focusing primarily on three African American dance genres: swing dance/Lindy hop, modern, "Black dance," and hip-hop. Students learn and practice these forms and some others, including step dance, and examine their meaning as art and cultural expression. (Same as **Africana Studies 220**.)

Prerequisite: **Dance 101, 102, 111, 140, 211,** or **311.**

320c. Advanced Performance Theory and Practice. Every third year. Spring 2007. The Department.

Designed for strong and experienced dancers, and conducted as a series of rehearsals culminating in a performance at the semester's end. The final performance is either an original choreographed piece or a reconstructed historical dance. Students should expect a more rigorous rehearsal process than in **Dance 112** or **212,** with greater demand placed on their individual creative, musical, organizational, and physical skills. Students are required to participate in rehearsals and performances outside of class time.

Prerequisite: Previous 200- or 300-level dance course.

321c. Viewing and Re-viewing Theater and Dance: Critical Perspectives on the Performing Arts. Every third year. Spring 2006. June Vail.

Investigates critical perspectives on the performing arts — drama, dance, and other theatrical media — and develops writing skills such as description, analysis, evaluation, and interpretation. Video, film, and live performances provide the basis for journalistic reviews and essays. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary. (Same as **Theater 325.**)

Prerequisite: Previous full-credit course in dance or theater, or permission of the instructor.

323c. Breath, Voice, Movement, and Text. Every third year. Fall 2007. Paul Sarvis.

Explores the relationship between movement and language. Text is considered as an inspiration, subject, formal template, or framing device for dance. May be taught as a performance class, a creative process class, or a studio/theory class. Some outside rehearsal time is required.

Prerequisite: Previous 200- or 300-level dance course.

[324c. Borrowed Forms.]

291c–294c. Intermediate Independent Study in Dance. The Department.

401c–404c. Advanced Independent Study in Dance. The Department.

Performance Studies in Dance

The foundation for performance studies classes in dance technique and repertory is modern dance, a term designating a wide spectrum of styles. The program focuses on an inventive, unrestricted approach to movement informed by an understanding of basic dance technique. This offers an appropriate format for exploring the general nature of dance and the creative potential of undergraduates.

Performance studies courses (**111, 211, 311;** and **112, 212, 312**) earn one-half credit each semester. Each course may be repeated a maximum of four times for credit. Students may enroll in a technique course (**111, 211, 311**) *and* a repertory course (**112, 212, 312**) in the same semester for *one full academic course credit.* Attendance at all classes is required. Grading is Credit/Fail.

Instructors for 2005–2006: Gwyneth Jones and Paul Sarvis.

111c. Introductory Dance Technique. Every semester. The Department.

Classes in modern dance technique include basic exercises to develop dance skills such as balance and musicality. More challenging movement combinations and longer dance sequences build on these exercises. While focusing on the craft of dancing, students develop an appreciation of their own styles and an understanding of the role of craft in the creative process. During the semester, a historical overview of twentieth-century American dance on video is presented. Attendance at all classes is required. *One-half credit.*

112c. Introductory Repertory and Performance. Every semester. The Department.

Repertory students are required to take **Dance 111** concurrently. Repertory classes provide the chance to learn faculty-choreographed works or reconstructions of historical dances. Class meetings are conducted as rehearsals for performances at the end of the semester: the December Studio Show, the annual Spring Performance in Pickard Theater, or Museum Pieces at the Walker Art Building in May. Additional rehearsals are scheduled before performances. Attendance at all classes and rehearsals is required. *One-half credit.*

211c. Intermediate Dance Technique. Every semester. The Department.
A continuation of the processes introduced in **Dance 111.** *One-half credit.*

212c. Intermediate Repertory and Performance. Every semester. The Department.
Intermediate repertory students are required to take **Dance 211** concurrently. A continuation of the principles and requirement introduced in **Dance 112.** *One-half credit.*

311c. Advanced /Intermediate Dance Technique. Every semester. The Department.
A continuation of the processes introduced in **Dance 211.** *One-half credit.*

312c. Advanced /Intermediate Repertory and Performance. Every semester. The Department.
Intermediate/advanced repertory students are required to take **Dance 311** concurrently. A continuation of the principles and requirement introduced in **Dance 212.** *One-half credit.*

THEATER

The theater program at Bowdoin offers students the opportunity to examine the ways in which theater provokes the imagination, tells stories, creates community, and challenges assumptions. Courses are offered in performance, theory, history, design, and stagecraft. Faculty-directed productions are open by audition to the entire student body. Student-directed projects under faculty supervision are encouraged through independent study and honors projects. Emphasis is placed on theater's fundamental connection to the liberal arts curriculum at Bowdoin, as well as theater literacy, performance skills, respect for language, and an understanding of social/historical influences on drama. The aim is to develop imaginative theater practitioners who collaboratively solve problems of form and content with a passionate desire to express the human condition on stage.

Requirements for the Minor in Theater

The minor consists of five courses: Two courses from **Theater 101, 104, 106, 120, 130, 140, 150;** two courses from **Theater 203, 209, 220, 235, 260, 270, 285, 305, 320, 321, 322, 324;** and one additional course in theater or dance.

101c. Making Theater. Every year. Fall 2005. Libby Marcus.
An introductory exploration of the nature of theater: how to think about it, how to look at it, how to make it. Focuses on active studio work. Students examine theories of twentieth-century theater makers, see and reflect on live performances, and experience different approaches to making original work. Students work together to develop and perform three small pieces and a final group performance project.

104c. Stagecraft. Every year. Fall 2005. Michael Schiff-Verre.
Introduction to the language and practice of technical theater. Hands-on experience in lighting, sound, costuming, and scenic and property construction. Considers the demands and limits of different theatrical spaces, as well as job roles and management for theater and dance productions. Includes forty hours of laboratory work. May be taken as Credit/Fail only. (Same as **Dance 104**.)

106c. Introduction to Drama. Spring 2006. William Watterson.

Beginning with a close reading of Aristotle's *Poetics,* introduces students to dramatic structure through the history of plot-making. Plays by Sophocles, Shakespeare, MoliËre, Sheridan, Ibsen, Chekhov, O'Neill, Beckett, and Brecht are also examined in light of the evolution of traditional dramatic genres (tragedy and comedy), innovative modes ("Photogenic Realism," "Epic Theater," "Theater of the Absurd," etc.), and the emergence of psychological approaches to character. In addition to writing critical papers about plays, students have the option to write dialogue and/or dramatic scenes and to present them as live theater in class. (Same as **English 106.**)

120c. Acting I. Every semester. Fall 2005. Spring 2006. Sonja Moser.

Introduces students to the physical, emotional, and intellectual challenge of the acting process. Voice and movement work, analysis of dramatic texts from an actor's point of view, and improvisational exercises are used to provide students with a variety of methods for acting truthfully on stage.

130c. Principles of Design. Every year. Fall 2005. Judy Gailen.

An introduction to theatrical design that stimulates students to consider the world of a play, dance, or performance piece from a designer's perspective. Through projects, readings, discussion, and critiques, students explore the fundamental principles of visual design, as they apply to set, lighting, and costume design, as well as text analysis for the designer, and the process of collaboration. Strong emphasis on perceptual, analytical, and communication skills. (Same as **Visual Arts 165** and **Dance 130.**)

140c. Performance Art. Every other year. Spring 2006. Gretchen Berg.

Performance art is live art performed by artists. It includes, but is not limited by, elements of both theater and dance. Students study the history and theory of performance art through readings and the creation of original work. Students consider the social context of different movements in performance art, and the creation of performance art in contemporary culture. The class creates and performs pieces in both traditional and "found" spaces. (Same as **Visual Arts 175** and **Dance 140.**)

150c. Improvisation. Every other year. Spring 2007. Gretchen Berg.

Improvisation is a fundamental tool used by dancers, musicians, actors, writers, and other artists to explore the language of a medium and to develop new work. An interdisciplinary introduction to some of the primary forms of improvisation used in dance and theater. Content includes theater games, narrative exercises, contact improvisation, and choreographic structures. (Same as **Dance 150.**)

203c. Women in Performance. Every other year. Fall 2005. Gretchen Berg.

An exploration of women on stage — as characters, performers, playwrights, directors, designers, and technicians. Reflecting their studies and personal experiences, students engage in historical research and in-class studio work that culminates in performance projects at the end of the semester. (Same as **Gender and Women's Studies 203.**)

Prerequisite: A 100-level course in theater or Gender and Women's Studies.

Note: This course is offered as part of the curriculum in Gay and Lesbian Studies.

209c. Training, Acting, and the Body: A Physical Approach to Training for the Stage. Spring 2006. J. Ed Araiza.

Works to develop and bring the entire body to the act of being on stage through the symbiotic meeting of two highly rigorous disciplines (the Suzuki Method of Actor Training and Viewpoints). A full-body experience, working in both highly structured individual exercises and ensemble-oriented, improvisational physical impulses. Incorporates strong vocal techniques and strenuous lower body exercises. (Same as **Dance 209.**)

210c. Shakespeare's Comedies and Romances. Every other year. Fall 2005. William Watterson.

Examines *A Midsummer Night's Dream, The Merchant of Venice, Twelfth Night, As You Like It, The Winter's Tale,* and *The Tempest* in light of Renaissance genre theory. (Same as **English 210.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

211c. Shakespeare's Tragedies and Roman Plays. Every other year. Spring 2006. William Watterson.

Examines *Hamlet, Othello, Macbeth, King Lear, Julius Caesar, Antony and Cleopatra,* and *Coriolanus* in light of recent critical thought. Special attention is given to psychoanalysis, new historicism, and genre theory. (Same as **English 211.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

212c. Shakespeare's History Plays. Every other year. Fall 2006. William Watterson.

Explores the relationship of *Richard III* and the second tetralogy (*Richard II,* the two parts of *Henry IV* and *Henry V*) to the genre of English chronicle play that flourished in the 1580s and 1590s. Readings in primary sources (More, Hall, and Holinshed) are supplemented by readings of critics (Tillyard, Kelly, Siegel, Greenblatt, Goldberg, etc.) concerned with locating Shakespeare's own orientation toward questions of history and historical meaning. Regular screenings of BBC productions. (Same as **English 212**).

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

220c. Acting II: Voice and Text. Every year. Spring 2007. Sonja Moser.

An intermediate acting course focused on the link between language, thought, and feeling, with the goal of achieving full-mind-body engagement in the act of communication. Students work with poetry, plays, and other dramatic texts to encourage vocal, physical, and emotional freedom. Breathing exercises attune students to the physiological impulse to speak, while vocal exercises concentrate on developing increased range, strength, and color of expression. Interpretation is explored through close readings of texts.

Prerequisite: Previous 100-level theater course.

[223c. Renaissance Drama.]

230c. Theater and Theatricality in the Restoration and the Eighteenth Century. Every other year. Fall 2006. Ann Kibbie.

An overview of the development of the theater from the re-opening of the playhouses in 1660 to the end of the eighteenth century, with special emphasis on the emergence of new dramatic modes such as Restoration comedy, heroic tragedy, "she-tragedy," sentimental comedy, and opera. Other topics include the legacy of Puritan anxieties about theatricality; the introduction of actresses on the professional stage; adaptations of Shakespeare on the Restoration and eighteenth-century stage; other sites of public performance, such as the masquerade and the scaffold; and the representation of theatricality in the eighteenth-century novel. (Same as **English 230.**)

Prerequisite: One first-year seminar or 100-level course in the English department.

Note: This course fulfills the pre-1800 literature requirement for English majors.

235c,d. Puppetry. Every other year. Spring 2007. Libby Marcus.

In its most basic form, puppetry is the inanimate made animate in performance. A thorough introduction to the art of puppetry. Students design and build different styles of puppets (hand, shadow, rod) and learn to use them. The cultural context of puppetry around the world is considered. Students create several short puppet pieces and one culminating performance work in which the primary medium is puppetry. (Same as **Visual Arts 235.**)

Prerequisite: A 100-level course in theater or visual arts.

260c. Playwriting. Every other year. Fall 2006. Gretchen Berg.

A workshop in writing for contemporary theater. Includes introductory exercises in writing monologues, dialogue, and scenes, then moves to the writing and revising of a short play, a solo performance piece, or a staged adaptation of existing material. Students read plays and performance texts, considering how writers use speech, silence, and action; how they structure plays and performance pieces; and how they approach character and plot. (Same as **English 260**.)

Prerequisite: A 100-level course in theater or dance or permission of the instructor.

262c. Drama and Performance in the Twentieth Century and Beyond. Fall 2005. Marilyn Reizbaum.

Examines dramatic trends of the century, ranging from the social realism of Ibsen to the performance art of Laurie Anderson. Traverses national and literary traditions and demonstrates that work in translation like that of Ibsen or Brecht has a place in the body of dramatic literature in English. Discusses such topics as dramatic translation (Liz Lochhead's translation of Molière's *Tartuffe*); epic theater and its millennial counterpart (Bertold Brecht, Tony Kushner, Caryl Churchill); political drama (Frank McGuinness, Athol Fugard); the "nihilism" of absurdist drama (Samuel Beckett); the "low" form of the musical (as presented, for example, by Woody Allen); and the relationship of dance to theater (Henrik Ibsen, Ntozake Shange, *Stomp*, Enda Walsh) with an eye to the cultural and sexual politics attending all of these categories. (Same as **English 262** and **Gender and Women's Studies 262**.)

Prerequisite: One first-year seminar or 100-level course in English or Gender and Women's Studies.

270c. Directing. Every year. Fall 2005. Sonja Moser.

Introduces students to the major principles of play direction, including conceiving a production, script analysis, staging, casting, and rehearsing with actors. Attention is also paid to collaborating with designers. Students study directing theories and techniques, and complete the course by conceiving, casting, rehearsing, and presenting short plays of their choosing. A final research and rehearsal portfolio is required.

Prerequisite: Previous 100-level course in theater or dance.

285c. Drama in Education. Spring 2006. Libby Marcus.

Examines the uses of theater in elementary and secondary education. Includes hands-on experience in the creative drama techniques of children's theater pioneers Winifred Ward and Viola Spolin. The theories and practices of Brian Way, Geraldine Siks, and Dorothy Heathcote are considered. Students look at ways in which theater is taught from discipline-based, creative dramatic, and drama-in-education perspectives. (Same as **Education 285**.)

Prerequisite: A 100-level course in theater or education.

305c. Studio 305. Every other year. Fall 2005. Davis Robinson.

A senior theater seminar focusing on independent work. Advanced students creating capstone projects in playwriting, directing, acting, and design meet weekly as a group to critique, discuss, and present their work. Final performances are given at the end of the semester.

Prerequisite: Previous 100-level theater course and an additional course in theater or dance, preferably at the 200 level.

320c. Theater Styles. Every other year. Fall 2006. Davis Robinson.

An advanced acting class that explores issues of style. What is Tragedy? Farce? Melodrama? Commedia? Realism? The Absurd? Through research, analysis, and scene work in class, students become familiar with a range of theatrical idioms. Emphasis is placed on understanding the social/cultural needs that give rise to a particular style, and the way in which style is used in contemporary theater to support or subvert a text.

Prerequisite: Previous 100-level theater course and an additional course in theater or dance, preferably at the 200 level.

321c. Comedy in Performance. Every third year. Spring 2007. Davis Robinson.

Looks at several facets of comedy on stage, from its origins in Greek and Roman theater to contemporary comic forms. Theory is combined with practical exercises in clowning, satire, physical comedy, wit, timing, phrasing, and partner work to develop a comic vocabulary for interpreting both scripted and original work. Students work in solos, duets, and groups to create final performance projects that are presented to the public at the end of the semester.

Prerequisite: Previous 100-level theater course and an additional course in theater or dance, preferably at the 200 level.

322c. Collaborative Creation and the Ensemble: A Group Approach to Dramaturgy and Performance. Every third year. Spring 2006. J. Ed Araiza.

An opportunity for theater and dance students to work together on an original performance piece, including the script. From concept to research, development to tablework, students research and explore a theme together; including conceiving a production, compositional exercises, tablework, and script analysis. The final project is presented on campus for the public at the end of the semester.

Prerequisite: Previous 100-level theater or dance course and an additional theater or dance course, preferably at the 200 level.

324c. Acting Shakespeare. Every third year. Spring 2008. Davis Robinson.

An acting course with emphasis on the theatrical use of verse and heightened language. Examines Elizabethan culture and its impact on Shakespeare's writing. Issues of scansion, rhetorical devices, antithesis, punctuation, and First Folio work are addressed through vigorous voice and movement work. Culminates in a final outdoor performance at the end of the semester.

Prerequisite: A 100-level theater course and an additional course in theater or dance, preferably at the 200 level.

325c. Viewing and Re-viewing Theater and Dance: Critical Perspectives on the Performing Arts. Every third year. Spring 2006. June Vail.

Investigates critical perspectives on the performing arts — drama, dance, and other theatrical media — and develops writing skills such as description, analysis, evaluation, and interpretation. Video, film, and live performances provide the basis for journalistic reviews and essays. Combines theory and practice in developing modes of reflexive critical response that acknowledge the participation of the observer in the creation of both event and commentary. (Same as **Dance 321**.)

Prerequisite: Previous full-credit course in dance or theater, or permission of the instructor.

291c–294c. Intermediate Independent Study in Theater. The Department.

401c–404c. Advanced Independent Study in Theater. The Department.

Educational Resources and Facilities

BOWDOIN COLLEGE LIBRARY

The Bowdoin College Library has long been among the more distinguished liberal arts college libraries in the country, known for its outstanding book, journal, and manuscript collections. Today, the Library combines its constantly growing treasury of print material with a wealth of electronic resources, as well as instructional programs in their use.

The Library's collections, developed over a period of 200 years, approach one million volumes and include over 5,000 current print and electronic periodical and newspaper subscriptions, almost 22,000 audiovisual items, 132,000 bound periodical volumes, 40,000 maps, over 35,000 photographs, more than 4,500 linear feet of manuscripts, and archival records. Approximately 15,000 volumes are added annually. Subscriptions to over 130 online indexes and databases provide access to thousands of full-text electronic books and journals and other information resources.

Library Resources and Services

The Library's Gateway (http://library.bowdoin.edu) serves as a central portal to electronic online information: the Bowdoin library catalog, the catalog holdings of the Colby and Bates college libraries, and other libraries in Maine and throughout the world; electronic periodical indexes in a broad range of disciplines; the Library's subscriptions to thousands of electronic full-text journals; electronic course reserve readings; and links to hundreds of additional e-text reference works and research collections. The Gateway also provides links to the wealth of digital information available on the Web, including text, streaming archives, and video and images.

Librarians and faculty members work together to teach research skills and to encourage the use of library resources throughout the curriculum. Librarians provide an active instruction program, teaching students to develop effective research strategies and to identify, select, evaluate, and analyze information for course-related research and independent scholarship. Librarians also create Web pages offering research strategies for specific courses and guides to resources for the major fields taught at Bowdoin.

Through an active interlibrary loan program, materials arrive daily from the library collections of Colby and Bates colleges, and from other libraries in Maine and beyond, often incorporating the use of high-speed, high-resolution electronic document delivery services. Through Maine Info Net, catalogs of Colby, Bates, and Bowdoin, and other Maine libraries may be searched simultaneously, and students and faculty may initiate their interlibrary loan requests online for materials held by libraries worldwide.

Library Branches and Collections

Hawthorne-Longfellow Library, the main library, houses humanities and social sciences materials, which comprise the majority of the collection, as well as the George J. Mitchell Department of Special Collections & Archives and a federal and Maine State document depository. The Library also includes four branch libraries: the Hatch Science Library, the William Pierce Art Library, the Robert Beckwith Music Library, and the Language Media Center. Notable collection strengths lie in British and American history, French and American literature, Arctic studies, Maine history and Maine writers, anti-slavery and the Civil War, World War I, and modern European history.

The **Hawthorne-Longfellow Library** building, which was opened in the fall of 1965, was expanded in 1985 to include five tiers of stacks and a reading room in Hubbard Hall, and was further remodeled in 1993–94. The building was completely renovated between 2001 and 2005 and provides new individual and group student study spaces, a technology commons in the reference area, increased network access, wireless connections throughout the building for laptop use and expanded electronic services, improved instructional facilities, and a modernized reading room in the George J. Mitchell Department of Special Collections & Archives.

A variety of new facilities support the integration of technology into teaching and research. These include a nineteen-station computer laboratory; a newly equipped and expanded twenty-five-seat electronic classroom for instruction in online resources and the use of general and instructional software; the USG Corporation Library Technology Seminar Room; and the Chandler Reading Room for literary events, lectures, and student presentations. The Library also collaborates with Information Technology specialists to support the integration of technology into the curriculum and research.

Complementing historical holdings in other parts of the library, the **Government Documents Collection** is a rich repository of primary source writings for over two hundred years of federal and state history. From its beginning, the Library actively acquired government publications, even prior to becoming a Congressionally-designated depository in 1884 and thereby receiving free documents directly from the Government Printing Office. The Government Documents Collection has substantial holdings of nineteenth- and twentieth-century publications, containing both official ongoing series such as the *Congressional Record,* and such varied individual reports as railroad surveys of the West, nineteenth-century Maine geologic studies, 1930s Women's Bureau pamphlets, hearings on the attack at Pearl Harbor, and NASA atlases. Since current government documents are published digitally, the Library creates Web sites and uses the online catalog to maintain its tradition of access to government information for students and faculty across the curriculum.

The George J. Mitchell Department of Special Collections & Archives includes rare books, manuscripts, photographs, maps, recordings, and archives documenting the history of the College, as well as the Senator George J. Mitchell Papers related to the career of the former U.S. Senate majority leader (Class of 1954). These research materials, described on the World Wide Web at http://library.bowdoin.edu/arch, serve an important function in introducing undergraduates—in their research projects, class assignments, and other independent work—to the experience of performing original research and evaluating primary source materials, and they support faculty in their own research interests.

Collection highlights include the James Bowdoin and Benjamin Vaughan family libraries of early imprints; extensive published and manuscript materials by and about Nathaniel Hawthorne and Henry Wadsworth Longfellow, both members of the Class of 1825; books, periodicals, and pamphlets of the French Revolution period; the double elephant-folio edition of John James Audubon's *Birds of America*; E. S. Curtis's *The North American Indian*; a broad representation of early American and early Maine imprints; the work of three distinguished Maine presses: the Mosher Press, the Southworth Press, and the Anthoensen Press; artists' books by Maine artists; and the Maine Afro-American Archive, a depository for rare books, manuscripts, letters, and other works about slavery, abolitionism, and Afro-American life in Maine.

Among the papers of Maine political figures are important collections related to Bowdoin alumni William Pitt Fessenden (Class of 1823) and Ralph Owen Brewster (Class of 1909). Special Collections also includes the Bliss collection of books on travel, French and British architecture, and the history of art, all housed in the Susan Dwight Bliss Room in Hubbard Hall, and the monumental "Flora of Maine" botanical drawings by Brunswick naturalist Kate Furbish.

Other manuscript collections include the papers of General Oliver Otis Howard (Class of 1850), director of the Freedmen's Bureau; papers of prominent Bowdoin faculty and most of Bowdoin's presidents, especially Jesse Appleton, Joshua L. Chamberlain, William DeWitt Hyde, and Kenneth Charles Morton Sills; and works by Kenneth Roberts, Robert Peter Tristram Coffin, Kate Douglas Wiggin, Edwin Arlington Robinson, Elijah Kellogg, and such contemporary writers as Vance Bourjaily, John Gould, Marguerite Yourcenar, and Hilton Kramer. Access to all of these collections is enhanced by descriptive information on the library's Web site.

The Bowdoin College Archives, established in Special Collections through grants from the National Historical Publications and Records Commission and the Albert and Elaine Borchard Foundation, serves both as a repository for two centuries of the College's historical records and as a vital information center for the campus and the larger scholarly community; students frequently incorporate archival material into their research.

The **Hatch Science Library**, opened in the spring of 1991, offers science-related materials, including print and electronic periodicals, microforms, maps, government documents, a wealth of electronic indexes, reference materials and other digital resources, as well as a full range of reference and instructional services to faculty and students. The building accommodates readers at individual carrels, study tables, informal seating areas, seminar rooms, and faculty studies.

The **William Pierce Art Library** and the **Robert Beckwith Music Library**, housing small departmental collections in art and music respectively, are located adjacent to the offices of those departments. The glass-wrapped Art Library provides an elevated view over the campus green and offers a strong collection of art books. The Music Library, which was renovated and expanded in 1994, offers a handsome study room with computer and listening stations, and houses scores, sound recordings, videos, and books about music. Both branch libraries serve as art and music research and study centers respectively.

The **Language Media Center**, located in Sills Hall, provides audio, video, and multimedia facilities to support the teaching of foreign languages and houses the major portion of the Library's collection of audiovisual materials numbering almost 7,000 titles, with special emphasis in the areas of foreign culture, second language acquisition, and film. It is equipped with playback stations for individual viewing of non-print materials, and fourteen networked computers supporting a variety of instructional software, including specialized word processing tools and desktop videoconferencing. The Center's Web site provides links for students of both classical and modern languages to online resources that include streaming audio and video from international radio and television, links to online foreign language newspapers and magazines, and an annotated list of language-specific resources. Nine foreign-language broadcast stations received via satellite are directed to the Language Media Center and to classrooms and faculty offices in Sills Hall, Adams Hall, and 38 College Street. Two foreign language channels are also sent to residence halls as part of the campus cable network.

Particular strengths of the Center are the support provided for the creation of multimedia presentation materials and the support of the film studies curriculum. The Center offers facilities for the scanning and manipulation of photographic materials, creation of 35 mm slides, recording and editing of analog and digital audio and video, and a classroom for 20 that supports high-resolution display of multimedia presentations. The lobby provides a group area for language discussion groups and viewing of live foreign language television.

Library operations and the development of its collections and services are supported by the general funds of the College and by gifts from alumni, other friends of the Library and the College, and by foundations. In 1998, the Hawthorne-Longfellow Library was awarded a

$500,000 Challenge Grant from the National Endowment for the Humanities toward the building renovations completed in 2001, and to establish endowments for future purchases of information resources in the humanities. The Library benefits from the income of more than a hundred endowed gifts, and it also receives generous donations annually, both of library materials and of funds to support the immediate purchase of printed works and electronic resources that the Library would otherwise be unable to acquire.

INFORMATION TECHNOLOGY

Bowdoin places a strong emphasis on the role of technology in the academic program and understands the vital importance of coherent and well-coordinated information systems. The Chief Information Officer leads an IT division that designs, develops, deploys, and supports all of Bowdoin's academic and administrative systems.

IT staff work with faculty to enhance their teaching and research with innovative uses of technology in their classrooms, labs, or online. They provide technical, design, editorial, and project development opportunities for faculty and monitor trends in educational technology, such as new techniques introduced by online education, the impact of technology on student learning, and the evolving architectural standards for classrooms, educational products, and resources.

Additionally, IT staff provide secure personal email accounts; gigabit Ethernet and wireless Internet access in all dorm rooms, offices, and most public areas; video conferencing capability; cable television; telephone systems; and voice mail. They also provide a full-time Help Desk that supports Macintosh, Windows, or Linux computers and includes a student-run Help Desk, plus a number of site-licensed software such as Microsoft Office Professional, ESRI's ArcGIS, and other specialized academic and administrative applications.

In addition to sixteen academic department computer labs, there are nine public labs and more than two hundred publicly available computers. The labs are fully equipped with Macintosh, Windows, or Linux computers.

BOWDOIN COLLEGE MUSEUM OF ART

An art collection has existed at Bowdoin almost since the founding of the College. It came into existence through the 1811 bequest of James Bowdoin III and was one of the earliest to be formed in the United States. Bowdoin's gift consisted of two portfolios containing 141 old master drawings, among which was a superb landscape attributed to Pieter Bruegel the Elder, and 70 paintings. A group of Bowdoin family portraits was bequeathed in 1826 by James Bowdoin III's widow, Sarah Bowdoin Dearborn. Through the years, the collection has been expanded through the generosity of alumni, College friends, and members of the Bowdoin family, and now numbers 14,000 paintings, sculpture, decorative objects, works on paper, and artifacts from prehistory to the present from civilizations around the world.

Although various parts of the College's art collection were on view during the first half of the nineteenth century, it was not until 1855 that a special gallery devoted to the collection came into being in the College Chapel. This gallery was made possible by a gift from

Theophilus Wheeler Walker of Boston, a cousin of President Leonard Woods. It was as a memorial to Walker that his two nieces, Harriet Sarah and Mary Sophia Walker, donated funds in 1891 for the present museum building, designed by Charles Follen McKim of McKim, Mead & White. Four murals of Athens, Rome, Florence, and Venice by John La Farge, Elihu Vedder, Abbott Thayer, and Kenyon Cox, respectively, were commissioned to decorate the museum's rotunda.

The Museum is currently closed while undergoing a major renovation and modest expansion designed by the Boston-based architectural firm Machado and Silvetti Associates. It will reopen in 2007 with state-of-the-art climate control, additional exhibition galleries, improved visitor amenities and teaching capabilities, as well as handicapped accessibility throughout. During construction the staff and the entire collection of works on paper has relocated to Banister Hall, at the back of the chapel where, appropriately, the college's first art gallery was installed in the mid-nineteenth century. Museum publications — books, catalogues, posters and cards — will be available for purchase in these offices. A specially equipped classroom will be available so that faculty and students can continue to take advantage of the special insights provided by first-hand examination of original works of art. Highlights from the Ancient Art Collection will be on view in the elaborately decorated Susan Dwight Bliss Room on the second floor of Hubbard Hall, which also houses the Peary-MacMillan Arctic Museum. (Hours for both museums are Tuesday through Saturday 10:00 am to 5:00 p.m. and Sunday 2:00 to 5:00 p.m.) A new publication, *Ars Antiqua: Treasures from the Ancient Mediterranean at Bowdoin College,* has been produced to coincide with this installation.

Much of the Museum's important collection of American and European painting and sculpture is on temporary loan to other institutions around the country. Although they are no substitute for an actual visit, a virtual tour and information about museum-sponsored events and activities are available through the Museum's Web site at www.bowdoin.edu/artmuseum.

THE PEARY-MACMILLAN ARCTIC MUSEUM AND ARCTIC STUDIES CENTER

The Peary-MacMillan Arctic Museum was founded in honor of two famous Arctic explorers and Bowdoin alumni, Admirals Robert E. Peary (Class of 1877) and Donald B. MacMillan (Class of 1898). On April 6, 1909, after a lifetime of Arctic exploration, Peary became the first person to reach the North Pole. MacMillan was a crew member on that North Pole expedition. Between 1908 and 1954, MacMillan explored Labrador, Baffin Island, Ellesmere Island, and Greenland. Most of his expeditions were made on board the *Bowdoin,* a schooner he designed for work in ice-laden northern waters. MacMillan took college students on the expeditions and introduced them to the natural history and anthropology of the North. He was not the first to involve Bowdoin students in Arctic exploration, however. In 1860, Paul A. Chadbourne, a professor of chemistry and natural history, had sailed along the Labrador and West Greenland coasts with students from Williams and Bowdoin.

The museum's collections include equipment, paintings, and photographs relating to the history of Arctic exploration, natural history specimens, and artifacts and drawings made by Inuit and Indians of Arctic North America. The museum has large collections of ethnographic photographs and films recording past lifeways of Native Americans taken on the expeditions of MacMillan and Robert Bartlett, an explorer and captain who sailed northern waters for nearly fifty years. Diaries, logs, and correspondence relating to the museum's collections are housed in the Special Collections section of the Hawthorne-Longfellow Library.

The museum, established in 1967, is located on the first floor of Hubbard Hall. The building was named for General Thomas Hubbard of the Class of 1857, a generous benefactor of the College and financial supporter of Peary's Arctic ventures. The museum's galleries were designed by Ian M. White, former director of the Fine Arts Museum of San Francisco, who sailed with MacMillan in 1950. Generous donations from members of the Class of 1925, together with gifts from George B. Knox of the Class of 1929, a former trustee, and other interested alumni and friends, made the museum a reality. Continued support from friends of the College and the Kane Lodge Foundation, and federal and state grants have allowed the museum to continue to grow.

The Arctic Studies Center was established in 1985 as a result of a generous matching grant from the Russell and Janet Doubleday Foundation to endow the directorship of the center, in recognition of the Doubledays' close relationship to MacMillan. The center links the resources of the museum and library with teaching and research efforts, and hosts traveling exhibitions, lectures, workshops, and educational outreach projects. Through course offerings, field research programs, employment opportunities, and special events, the center promotes anthropological, archaeological, geological, and environmental investigations of the North.

RESEARCH, TEACHING, AND CONFERENCE FACILITIES

The Bowdoin Pines

Adjacent to the campus on either side of the Bath Road is a 33-acre site known as the Bowdoin Pines. Cathedral white pines, some of them 135 years old, tower over the site, which is a rare example of one of Maine's few remaining old-growth forests. For biology students, the Pines provides an easily accessible outdoor laboratory. For other students, the site offers a place for a walk between classes, an inspirational setting for creating art, or simply a bit of solitude. A system of trails within the Pines makes the site accessible to students and community members.

Bowdoin Scientific Station

The College maintains a scientific field station on Kent Island, off Grand Manan Island, in the Bay of Fundy, New Brunswick, Canada, where qualified students can conduct research in ecology, animal behavior, marine biology, botany, geology, and meteorology. The 200-acre island was presented to the College in 1935 by John Sterling Rockefeller. Since then, the field station has built an international reputation, with more than 150 publications based on research at Kent Island, many of them co-authored by Bowdoin students.

Kent Island is a major seabird breeding ground. Its location makes it a concentration point for migrating birds in spring and fall. The famous Fundy tides create excellent opportunities for the study of marine biology. The island also features a variety of terrestrial habitats. In 2005, the College acquired neighboring Hay and Sheep Islands to help preserve the unique environment offered by the Scientific Station.

Although formal courses are not offered at the station, students from Bowdoin and other institutions select problems for investigation on Kent Island during the summer and conduct independent field work with the advice and assistance of a faculty director. Students have the opportunity to collaborate with faculty members and graduate students from numerous universities and colleges. Three-day field trips to Kent Island are a feature of Bowdoin's courses in ecology and ornithology.

Coastal Studies Center

The Coastal Studies Center occupies a 118-acre coastal site that is about twelve miles from the campus on Orr's Island and known as Thalheimer Farm. The Center is devoted to interdisciplinary teaching and research in archaeology, marine biology, terrestrial ecology, ornithology, and geology.

The Center's facilities include a marine biological laboratory with flowing seawater for laboratory observation of live marine organisms, and a terrestrial ecology laboratory, which serves as a field station for research and study of coastal ecology. These facilities play an active role in Bowdoin's programs in biology, environmental studies, and geology, and the site has been widely used for studio art courses. In addition, the centrally-located farmhouse provides seminar and kitchen facilities where classes from all disciplines can gather in a retreat-like atmosphere that encourages sustained, informal interaction among students and faculty members.

The Coastal Studies Center site is surrounded on three sides by the ocean and encompasses open fields, orchards, and old-growth spruce-fir forest. A 4.5-mile interpretive trail runs through the site, offering students and the local community a glimpse into the cultural and natural history of the property and surrounding coastal waters.

Coleman Farm

During the course of the academic year, students study ecology at a site three miles south of the campus, using an 83-acre tract of College-owned land that extends to a salt marsh and the sea. Numerous habitats of resident birds are found on the property, which is also a stopover point for many migratory species. Because of its proximity to campus, many students visit Coleman Farm for natural history walks, cross-country skiing, and other forms of recreation.

LECTURESHIPS

The regular instruction of the College is supplemented each year by lectures, panel discussions, and other presentations sponsored by the various endowment funds, departments of study, and undergraduate organizations. As of June 30, 2005, these funds included:

John Warren Achorn Lectureship (1928): The income of a fund established by Mrs. John Warren Achorn as a memorial to her husband, a member of the Class of 1879, is used for lectures on birds and bird life.

Charles F. Adams Lectureship (1978): The income of a fund established by the bequest of Charles F. Adams '12 is used to support a lectureship in political science and education.

Beecher-Stowe Family Memorial Fund (1994): The income of a fund established as a memorial to Harriet Beecher Stowe, author of *Uncle Tom's Cabin;* her husband, Calvin Ellis Stowe (Class of 1824), Elizabeth Collins Professor of Natural and Revealed Religion at the College from 1850 to 1852; and her brother, Charles Beecher (Class of 1834), by Harold Beecher Noyes, great-grandson of Charles Beecher, is used to support a lectureship addressed to "human rights and/or the social and religious significance of parables."

Brodie Family Lecture Fund (1997): Established by Theodore H. Brodie '52, an overseer of the College from 1983 to 1995, this fund is used to bring to campus at least once a year a speaker of note in the field of education, to deliver a message on the subjects of problems and practices of teaching and learning.

Tom Cassidy Lectureship (1991): The income of a fund established by the bequest of Thomas J. Cassidy '72 and memorial gifts of his family, friends, and classmates is used to support a lectureship in journalism.

The Harold and Iris Chandler Lectureship Fund (2001): Established by family and friends in memory of Dr. Harold L. Chandler of the Class of 1934, the income from this fund is used for lectures on the use of technology to enhance teaching and learning in the humanities and on the impact of educational technology on our society.

Dan E. Christie Mathematics Lecture Fund (1976): Established by family, friends, colleagues, and former students in memory of Dan E. Christie '37, a member of the faculty for thirty-three years and Wing Professor of Mathematics from 1965 until his death in 1975, this fund is used to support lectures, courses, or research in the field of mathematics.

Annie Talbot Cole Lectureship (1907): This fund, established by Mrs. Calista S. Mayhew in memory of her niece, Mrs. Samuel Valentine Cole, is used to sponsor a lectureship that contributes "to the ennoblement and enrichment of life by standing for the idea that life is a glad opportunity. It shall, therefore, exhibit and endeavor to make attractive the highest ideals of character and conduct, and also, insofar as possible, foster an appreciation of the beautiful as revealed through nature, poetry, music, and the fine arts."

John C. Donovan Lecture Fund (1990): Established by colleagues, friends, and members of the Donovan family, through the leadership of Shepard Lee '47, this fund is used to support a lecture in the field of political science.

Elliott Oceanographic Fund (1973): Established by the Edward Elliott Foundation and members of the Elliott family in memory of Edward L. Elliott, a practicing geologist and mining engineer who expressed a lifelong interest in science and the sea, this fund promotes oceanographic education, in its widest definition, for Bowdoin students. Part of the fund may be used to support the Elliott Lectures in Oceanography, which were inaugurated in 1971.

Alfred E. Golz Lecture Fund (1970): Established by Ronald A. Golz '56 in memory of his father, this fund is used to support a lecture by an eminent historian or humanitarian to be scheduled close to the November 21 birthday of Alfred E. Golz.

Cecil T. and Marion C. Holmes Mathematics Lecture Fund (1977): Established by friends, colleagues, and former students to honor Cecil T. Holmes, a member of the faculty for thirty-nine years and Wing Professor of Mathematics, this fund is used to support lectures, courses, or research in the field of mathematics.

Karofsky Faculty Encore Lectures (2000): Supported by the Karofsky Family Fund established by Peter S. Karofsky, M.D., '62, Paul I. Karofsky '66, and David M. Karofsky '93 in 1992, the Karofsky Faculty Encore lectures feature one member of the Bowdoin faculty each semester who is selected by members of the senior class to speak at Common Hour.

Arnold D. Kates Lecture Fund (2000): Established by Mark B. Garnick, M.D., '68, a Trustee of the College, and Dr. Barbara Kates-Garnick, this fund is used to support periodic lectures, seminars, or colloquia at Bowdoin on scientific topics, with a preference for topics in the biological sciences or aspects related to the health sciences.

Kibbe Science Lecture Fund (1994): This fund, established by Frank W. Kibbe '37 and his wife Lucy K. Kibbe, is used to support lectures by visiting scholars on "topics deemed to be 'on the cutting edge of' or associated with new developments or research findings in the fields of Astronomy or Geology."

Lesbian and Gay Lectureship Fund (1992): Established by members of the Bowdoin Gay and Lesbian Alumni/ae Association, this fund is used to sponsor at least one lecture annually in the field of gay and lesbian studies.

Mayhew Lecture Fund (1923): Established by Mrs. Calista S. Mayhew, this fund is used in part to provide lectures on bird life.

Charles Weston Pickard Lecture Fund (1961): The income of a fund established by John Coleman '22 in memory of his grandfather, a member of the Class of 1857, is used to support lectures, courses, or research in the fields of journalism, communication, or public relations.

Kenneth V. Santagata Memorial Fund (1982): Established by family and friends of Kenneth V. Santagata '73, this fund is used to provide one lecture each semester, rotating in the arts, humanities, and social sciences, with lecturers to be recognized authorities in their respective fields, to present new, novel, or nonconventional approaches to the designated topic in the specified category.

Edith Lansing Koon Sills Lecture Fund (1962): This fund was established by the Society of Bowdoin Women to honor Mrs. Kenneth C. M. Sills, the wife of a former president of Bowdoin College, and to sponsor lectures by outstanding women.

The Harry Spindel Memorial Lectureship (1977): Established by the gift of Rosalyne Spindel Bernstein H'97 and the late Sumner Thurman Bernstein in memory of her father, Harry Spindel, as a lasting testimony to his lifelong devotion to Jewish learning, this fund is used to support annual lectures in Judaic studies or contemporary Jewish affairs.

The Jasper Jacob Stahl Lectureship in the Humanities (1970): Established by the bequest of Jasper Jacob Stahl '09, Litt.D. '60, this fund is used "to support a series of lectures to be delivered annually at the College by some distinguished scholarly and gifted interpreter of the Art, Life, Letters, Philosophy, or Culture, in the broadest sense, of the Ancient Hebraic World, or of the Ancient Greek World or of the Roman World, or of the Renaissance in Italy and Europe, or of the Age of Elizabeth I in England, or that of Louis XIV and the Enlightenment in France, or of the era of Goethe in Germany."

Tallman Lecture Fund (1928): Established by Frank G. Tallman, A.M. H'35, as a memorial to the Bowdoin members of his family, this fund is used to support visiting lecturers and visiting professors.

Phyllis Marshall Watson Fund (2000): Established by Cheryl McAuley and Sheila Marshall Walton in honor of their friend and sister, respectively. Income from the fund provides research support for honors candidates in the history department, and supports periodic lectures, seminars, or colloquia at Bowdoin on selected topics in history.

PERFORMING ARTS

Music

Music performance at Bowdoin ranges from student compositions to professional performances by visiting artists, and from solo recitals to large-scale performances for chorus and orchestra. Many ensembles, such as the Chamber Choir, World Music Ensemble, Bowdoin Chorus, Concert Band, and Chamber and Jazz Ensembles are part of the curricular program. Other groups, such as the Polar Jazz Big Band and several *a cappella* vocal groups, are sponsored by students.

The Chamber Choir is a select group of approximately twenty-five to thirty singers that performs a wide variety of choral and soloistic music. Its repertoire in the past few years includes Bach's motet *Jesu meine Freude*, Palestrina's *Missa Lauda Sion*, music of the African Diaspora and Cuba, and songs by Jimi Hendrix and Reba McIntyre. Recent tours have taken the choir to Europe, South America, England, and Ireland. The Chamber Choir visits Chile during their Spring Break 2006 tour. The Bowdoin Chorus, which usually tours within the United States but recently visited Russia, is a choral ensemble composed of students, faculty, staff, and community members. Recent performances by the Chorus include Ernest Bloch's *Sacred Service*, Rachmaninoff's *Liturgy of St. John Chrysostom*, Carl Orff's *Carmina Burana*, Mozart's *Requiem*, and music of Latin America. Plans for 2005–2006 include works by Bach and Beethoven with orchestra and a concert tour of Massachusetts and California in March of 2006.

Contemporary music receives considerable emphasis at Bowdoin. There are frequent visits by guest composers such as Karel Husa, Pauline Oliveros, Zygmunt Krause, and Thea Musgrave, and the Chamber Choir and Band often perform new music. Student compositions can be heard on campus. The performance of American music has included visits by saxophone virtuoso Kenneth Radnofsky and professional jazz musicians such as pianists Kenny Barron, Brad Mehldau, and Renée Rosnes.

Other visiting artists in recent years have included Stanley Ritchie; Mark O'Connor; the Renée Rosnes Quartet; the Lydian String Quartet; the Publick Musick; the orchestra of the University of Tübingen, Germany; and Kurt Ollmann '77. In addition to performing, the artists often teach master classes and hold discussions with students.

During 2004-05 the Music Department hosted a two-week residency by Talking Drums, a West African drumming and dancing ensemble. They worked collectively and individually with the students in the World Music Ensemble and presented a joint concert, as well as some public workshops.

The department expects to offer similar residencies by renowned artists and ensembles in all branches of music in the years to come.

Bowdoin owns a collection of orchestral and band instruments and over twenty grand pianos available for use by students studying and performing music. There are also sizeable collections of early instruments, Asian instruments, and drums from a variety of world traditions. Soloists and ensembles perform in a number of halls on campus, including Gibson Recital Hall, Kresge Auditorium, Pickard Theater, and the Chapel, which houses a forty-five-rank Austin organ and a small Cooper Tracker organ. A new, 300-seat recital hall is planned for the former Curtis Pool Building. Private instruction is available in piano, organ, harpsichord, voice, guitar, and all the major orchestral instruments.

Theater and Dance

Dance

The dance curriculum in the Department of Theater and Dance evolved from the Bowdoin Dance Program, which was founded in 1971 and soon developed academic courses. Each year, the department presents two major concerts of student- and faculty-choreographed works: one in December and one in April. Students also perform at Parents' Weekend in the fall and at the Museum of Art in May and in additional informal showings. Performances are strongly linked to participation in technique, repertory, and choreography classes, but independent work and choreography by student clubs are also presented. Departmental student projects are presented with the generous support of the Ray Rutan Fund for the Performing Arts.

Student-run dance groups often perform as part of Bowdoin Dance Group concerts and in other shows on and off campus; they represent genres as diverse as hip-hop, ballet, ballroom, tap, break dance, capoeira, and African-American step dancing.

Dance concerts are presented in the Dance Studios, Pickard Theater, Wish Theater, and the Museum of Art, as well as in unconventional spaces such as the Smith Union, the squash courts, or outdoors on the Quad. The renovation of Memorial Hall in 2000 provides a beautiful dance studio with skylights and a sprung wooden floor, in addition to the Sargent studio, as well as a new state-of-the-art flexible theater designed for both theater and dance.

Besides student and faculty performances, the department sponsors visits by nationally known dance companies, choreographers, and critics for teaching residencies and performances. A partial list includes Alvin Ailey Repertory Ensemble, Art Bridgman and Myrna Packer, Merce Cunningham, David Dorfman Dance, Douglas Dunn, Meredith Monk, Mark Morris, Pilobolus, Kei Takei, Doug Varone, Trisha Brown Company, David Parker and the Bang Group, and Susan Marshall Dance Company; and lectures by dance writers Susan Foster, Jill Johnston, Laura Shapiro, and Marcia B. Seigel. Choreographer Deborah Hay was on campus for a residency in 2001; Urban Bush Women performed in 2005. These professionals teach master classes and offer lecture-demonstrations as part of their visits to campus, and sometimes are commissioned to create choreography especially for the Bowdoin dancers. In recent years, the Alice Cooper Morse Fund for the Performing Arts has brought numerous artists to campus both for public performance and for classroom workshops, including classical Indian dance and the Seattle-based dance company 33 Fainting Spells.

Theater

The theater component of the Department of Theater and Dance evolved from the student performance group Masque and Gown, which was founded in 1903. In the mid-1990s an academic curriculum in theater was developed, combining courses and departmental productions, and Masque and Gown became an independent student organization with continued ties to the department. The department annually presents numerous plays and events, directed or created by faculty and by students, ranging from new plays to performance art to Shakespeare. Recent departmental productions have included Lanford Wilson's *Book of Days,* Chekhov's *The Cherry Orchard,* Elizabeth Wong's *China Doll,* Naomi Wallace's *In the Heart of America,* and student-directed projects such as *The Glass Menagerie,* with film and live actors, *The Bald Soprano* in French, original student plays, and an English/Theater honors production of *Henry V.* The department also presents a range of performances, workshops, and lecture/demonstrations by visiting artists. Past guests include award-winning playwrights Tony Kushner, Tom Stoppard, and Holly Hughes; actress/writer Anna Deavere-Smith; Obie-award winning performance artists Spalding Gray and Dan Hurlin; and international touring artists such as Jacques Bourgaux, The Condors, Bunrakumass, and Javanese puppeteer Joko Susilo. Many student projects and guest artists are funded in part by the generous support of the Ray Rutan Fund and the Alice Cooper Morse Fund for the Performing Arts.

Memorial Hall, a striking gothic-style granite and stained glass memorial to Bowdoin's Civil War veterans, was completed in 1882 and houses the College's main performance spaces. Pickard Theater, the generous gift of Frederick William Pickard, LL.D., in 1955, includes a 600-seat theater with proscenium stage equipped with a full fly system and computer lighting. Major renovations of Memorial Hall, completed in 2000, include a complete remodeling of the main theater; construction of the 150-seat, flexible Wish Theater, made possible by an extraordinary gift from Barry N. Wish '63 and Oblio Wish; and new seminar rooms, expanded rehearsal space, and a new dance studio.

Student Affairs

A residential college adds significantly to the education of students when it provides the opportunity for a distinctive and dynamic learning community to develop. In such a community, Bowdoin students are encouraged, both directly and indirectly, to engage actively in a quest for knowledge both inside and outside the classroom, and to take responsibility for themselves, for others, and for their community. They are challenged to grow personally by constant contact with new experiences and different ways of viewing the world. Simultaneously, they are supported and encouraged by friends, faculty, staff, and other community members and find opportunities for spontaneous as well as structured activities. Such a community promotes the intellectual and personal growth of individuals and encourages mutual understanding and respect in the context of diversity.

The programs and services provided by the Division of Student Affairs exist to support students and the College in developing and maintaining the learning community. Staff throughout the Division of Student Affairs assist students with their studies, their leadership and social growth, their well-being, and their future. *The Bowdoin College Student Handbook* provides comprehensive information about student life and the programs and services of the Division of Student Affairs. Additional information is available on the Bowdoin College Web site: http://www.bowdoin.edu.

THE ACADEMIC HONOR AND SOCIAL CODES

The success of the Academic Honor Code and Social Code requires the active commitment of the College community. Since 1964, with revisions in 1977 and 1993, the community pledge of personal academic integrity has formed the basis for academic and social conduct at Bowdoin. The institution assumes that all Bowdoin students possess the attributes implied in the codes. Bowdoin College expects its students to be responsible for their behavior on and off the campus and to assure the same behavior of their guests.

The Academic Honor Code plays a central role in the intellectual life at Bowdoin College. Students and faculty are obligated to ensure its success. Uncompromised intellectual inquiry lies at the heart of a liberal education. Integrity is essential in creating an academic environment dedicated to the development of independent modes of learning, analysis, judgment, and expression. Academic dishonesty is antithetical to the College's institutional values and constitutes a violation of the Honor Code.

The Social Code describes certain rights and responsibilities of Bowdoin College students. While it imposes no specific morality on students, the College requires certain standards of behavior to secure the safety of the College community and ensure that the campus remains a center of intellectual engagement.

Individuals who suspect violations of the Academic Honor Code and/or Social Code should not attempt to resolve the issues independently, but are encouraged to refer their concerns to the Office of the Dean of Student Affairs. The college reserves the right to impose sanctions on students who violate these codes on or off campus. A thorough description of the Academic Honor Code, the Social Code, and the disciplinary process is included in the *Bowdoin College Student Handbook.*

RESIDENTIAL LIFE

The Office of Residential Life is responsible for the management of the residential life program. support for the College House System, and the maintenance of a healthy and safe community. These responsibilities include: planning educational and social programs; connecting students with support networks and resources on campus; mediating conflicts between students as they arise; intervening in crisis situations; and providing a direct administrative link between College House leaders, the Office of Residential Life, and the Office of the Dean of Student Affairs.

SAFETY AND SECURITY

The College Safety and Security Department provides a uniformed security staff 24 hours a day to respond to emergencies and to maintain a regular patrol of the campus. The Safety and Security Office is located in Rhodes Hall. The **Safety and Security Office** is staffed 24 hours a day, seven days a week. Security staff can be reached at:

Emergencies - Ext. 3500 or 725-3500

Non-Emergencies - Ext. 3314 or 725-3314

Business - Ext. 3458 or 725-3458

Security is a community responsibility. All community members have an obligation to report suspicious activities, criminal activity, emergencies, and unsafe conditions immediately to insure a safe environment.

Information about personal safety, vehicle registration, parking, and shuttle service is contained in the *Student Handbook.*

BOWDOIN STUDENT GOVERNMENT

Bowdoin Student Government was reformed in Spring 2002 to create a structure that permits flexibility and encourages more members to take on leadership roles. Student Government consists of twenty-six students, including a president and five vice presidents elected by the student body, two elected representatives from each class, the president of the Inter-House Council, the treasurer (chair of the Student Activities Fee Committee), a representative from each College House, and four members chosen by the president and vice presidents through an interview process in which all students are eligible to apply. Each vice president has specific oversight responsibility for a particular area of student government. The fundamental goal of Bowdoin Student Government remains to be an effective force for the presentation of student opinion to the faculty and the administration.

This reform of Bowdoin Student Government was made in order to achieve the following goals:

1. To improve student access to members of Student Government.
2. To promote efficiency through the use of small groups and the sharing of responsibility.
3. To improve communications and coordination between the various elements of Student Government.
4. To create an accessible and dynamic forum in which student issues and concerns can be raised and debated.

The full text of the revised Bowdoin Student Government Constitution is in the *Student Handbook* and on the College's Web site.

STUDENT ACTIVITIES

Student organizations present an array of programs, services, and activities for the College community. Membership in all organizations is open to all students. Among the oldest groups are the *Bowdoin Bugle* (yearbook), the Outing Club, the *Orient* (campus newspaper), and Masque and Gown (a student-run dramatic organization). Between five and ten new student organizations or clubs are formed each year. For a complete list and description of student organizations, please consult the *Student Organizations Handbook* published by the Student Activities Office.

The David Saul Smith Union, which houses the Student Activities Office, exemplifies a small neighborhood block by providing services, conveniences, amenities, programs, and activities for the Bowdoin College community. It is not just a campus center; it is an venue for lectures, concerts, dances, and information, and a place that responds to the needs of all members of the College community.

The Smith Union contains the Campus Information Desk, the Student Activities Office, a game room/recreation area, Jack Magee's Grill, a TV room, student organizations resource room, student mailboxes, the campus mail center, and several lounges. Also located in the Union are the campus bookstore, the Café, and the convenience store.

COMMUNITY SERVICE RESOURCE CENTER

The Community Service Resource Center (CSRC) provides opportunities for students, faculty, and staff to engage in the local region through service. Focusing on the three areas of community service, service learning, and leadership development for the common good, the center acts as a liaison between the campus and the larger community. Community service includes, for example, mentoring, tutoring in local schools, spending time with senior citizens, volunteering at homeless shelters, and working with immigrant populations in nearby Portland. Eighteen student-led service organizations coordinate these activities and operate under an umbrella organization, the Community Service Council. Through service learning courses, students work with faculty to connect community needs to their coursework. Bowdoin offers a number of service learning courses each semester in several different departments including Economics, Environmental Studies, Geology, Sociology, and Spanish. Leadership development programs enable students to facilitate service programs through the CSRC. These programs include Pre-Orientation Service Trips, Alternative Spring Break, Annual Service Events, and the Common Good Grant Program. Each fall the entire Bowdoin community is invited to participate in Common Good Day, a day of service in the Brunswick area organized by the CSRC.

ATHLETICS

Bowdoin is a member of the National Collegiate Athletic Association (NCAA), sponsoring one of the largest athletic programs in the country. Intercollegiate teams compete on the Division III level. In Division III, financial aid is need-based. The athletic experience is a wonderful complement to students' academic experience.

The College is a charter member of the New England Small College Athletic Conference (NESCAC), an eleven-member league of similar schools committed to academic excellence and athletics with the student-athlete's best interests at heart. NESCAC includes Amherst, Bates, Bowdoin, Colby, Connecticut College, Hamilton, Middlebury, Trinity, Tufts, Wesleyan, and Williams. These schools are also linked in efforts to provide safe, productive environments for students to learn and grow while engaging in rigorous academic pursuits.

NESCAC Statement Regarding Alcohol

In addition to being partners in athletic competition, the eleven colleges and universities comprising the New England Small College Athletic Conference (NESCAC) are united in efforts to provide safe environments in which students may mature intellectually and socially.

Recognizing that social life plays a role in the college experience, each campus has increased its efforts to encourage students to make responsible choices. Each school takes a strong stand against substance abuse, including alcohol. While the vast majority of students at NESCAC institutions who choose to drink alcohol do so responsibly, each school has disciplinary and educational programs in place for students who misuse alcohol and other substances.

Additionally, all of the member schools expressly prohibit hazing.

Intercollegiate and Club Programs

Bowdoin's athletic program complements students' academic experience and encourages participation by maximizing the number and variety of athletic opportunities in varsity, club, and intramural sports. Over thirty intercollegiate teams, three levels of intramural competition in ten sports, and over twenty physical education courses are all a part of the athletic program. The scheduling of practice and intercollegiate contests is planned to minimize conflict with the scheduling of classes, laboratories, or other academic exercises. If and when conflicts do occur, students are responsible for consulting with their instructors well in advance. Excusing students from academic obligations may occur solely at the discretion of the faculty.

Bowdoin gives equal emphasis to men's and women's sports, and the desired quality of competition is similar in all sports. The following intercollegiate and club programs are available to men and women. (Junior varsity teams may be available in some sports depending on participation and opportunities for competition.)

Men: Baseball, basketball, cross country, football, ice hockey, lacrosse, skiing, soccer, squash, swimming, tennis, track (winter and spring), golf, rowing, rugby, volleyball, water polo.

Women: Basketball, cross country, field hockey, ice hockey, lacrosse, skiing, soccer, softball, squash, swimming, tennis, track (winter and spring), volleyball, golf, rowing, rugby, water polo.

Coed: Sailing, equestrian, ultimate frisbee.

Coaching and Athletic Facilities

Bowdoin supports students in their efforts to reach high levels of performance by providing them with first-class coaching, superior facilities, and appropriate competitive opportunities with students from within NESCAC and in New England.

Bowdoin's coaches are excellent resources for students, providing athletic guidance and instruction, and personal and academic support and encouragement. Coaches focus on skill development, teamwork, the pursuit of individual and team excellence, the values of fair play, and the development of important leadership skills.

Students are encouraged to use the athletic facilities for recreational or free play. Seasonal schedules and schedule changes are posted on gymnasium and field house bulletin boards. Intercollegiate teams, classes, and intramurals have priority in the use of these facilities.

The facilities include: Morrell and Sargent gymnasiums; the Dayton Ice Hockey Arena; the Sidney Watson Fitness Center; a multipurpose aerobics room; 8 hard court tennis courts;

a 400–meter, 6–lane outdoor track; Farley Field House, which houses a 6–lane, 200–meter track and four regulation tennis courts; Greason Pool, a 16–lane, 114–foot by 75–foot swimming pool with two 1–meter and one 3–meter diving boards; the Lubin Family Squash Center with 7 international squash courts; 35 acres of playing fields; the Howard F. Ryan Astroturf Field, and locker room and training room facilities.

Physical Education

The Athletic Department offers an instructional program in a variety of activities utilizing campus and off–campus facilities. These activities have been selected to provide the entire on–campus Bowdoin community (students, faculty, and staff) with the opportunity to receive basic instruction in various exercises and leisure–time activities in the hope that these activities will become lifelong commitments. The program will vary from year to year to meet the interests of the Bowdoin community.

Please contact Coach Dawn Strout, director of physical education , at Ext. 3945 (email: dstrout@bowdoin.edu) with any questions or special interests.

WOMEN'S RESOURCE CENTER

The Women's Resource Center (WRC) is a welcoming and comfortable place for students to meet and study. It is located at the corner of Coffin and College streets (24 College Street) and shares the building with the Women's Studies Program. The WRC sponsors speakers, gatherings, workshops, and discussions, many of which draw together students, faculty, staff, and community members. It also sponsors off-campus trips to selected conferences and events. The WRC houses a resource collection of books and current periodicals on women's and gender issues. Readings for Women's Studies courses are often held on reserve at the WRC for students to use in the building. The WRC publishes a newsletter, *WomeNews*, jointly with the Women's Studies program and posts current information about news and events on and off campus. The WRC's Web site posts contact information, an up-to-date listing of events, links to other resources at Bowdoin, and information on WRC history.

CAREER PLANNING CENTER

The Career Planning Center (CPC) complements the academic mission of the College. One goal of the Center is to introduce students to the process of career planning, which includes self-assessment, career exploration, goal setting, and the development of an effective job search strategy. Students are encouraged to visit the CPC early in their college years for counseling and information on internships and summer jobs. The CPC assists seniors and recent graduates in their transition to work or graduate study and prepares them to make future career decisions.

A dedicated, professionally trained staff is available for individual career counseling. Workshops and presentations provide assistance in identifying marketable skills, writing resumes, preparing for interviews, networking, using the Internet as a job search tool, and refining job-hunting techniques. Alumni panel discussions and informational meetings throughout the year are designed to broaden students' awareness of their post-graduate career options and to enhance their understanding of the job market. Programming and advising related to graduate and professional school study are offered as well. In counseling style and program content, the CPC addresses the needs of students realizing that they have diverse interests, values, and expectations.

Each year, nearly 80 private sector and non-profit employers and 100 graduate and professional schools participate in Bowdoin's program. An additional 60 employers participate in interviewing consortia in Boston and New York City. The office maintains a comprehensive Web site; houses informational materials on nearly 1,000 summer, semester, and January internships; and provides access to over 2,000 online job leads and nearly 7,000 internship listings through participation in the Liberal Arts Career Network and experience.com. In addition, the Center uses cutting-edge technology to manage job leads and target outreach to students. The Center also has a data base with directory information on over 1.7 million organizations in the United States.

The Career Planning Center continually updates an extensive alumni/ae advisory network and a resource library located on the first floor of the Moulton Union. A bi-weekly bulletin publicizes CPC events and programs in addition to featuring internship, fellowship, and job opportunities.

FELLOWSHIPS AND SCHOLARSHIPS

Bowdoin students receive guidance and support in their efforts to pursue national and international fellowships and scholarships for their undergraduate and graduate education. Opportunities include the Rhodes, Marshall, Truman, Fulbright, Beinecke, and Churchill Fellowships. Bowdoin is one of the select schools eligible for student nominations for the Watson Fellowship, the Churchill Scholarship, and the Junior Fellows Program at the Carnegie Endowment for International Peace.

The fellowship program works jointly with a faculty committee to identify, nurture, and advocate for Bowdoin students who are interested in competing for these opportunities.

HEALTH SERVICES

The Dudley Coe Health Center, Ext. 3770, offers primary and acute care services to students while classes are in session. Regular office hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m. Students are seen by appointment. Acute care needs can usually be scheduled for the same day. Gynecological services, comprehensive physical exams, and travel medicine consultations may be scheduled a week or two out.

The Health Center is a fully-equipped primary care medical office with on-site laboratory and x-ray facilities. It is staffed by a board-certified family physician, board-certified physician assistants, and a registered nurse.

Emergency and after hours coverage is provided through two local hospitals. Mid-Coast Hospital (207-729-0181) and Parkview Hospital (207-373-2000) both operate 24-hour, fully-staffed emergency rooms and in-patient care facilities. Security will arrange for transportation when needed. and can be reached at Ext. 3314. In-patient care at both facilities is under the direct supervision of the College Physician, Dr. Jeff Benson.

The Health Center also serves as an international travel immunization center for the State of Maine, providing consultation in travel medicine and vaccinations, including yellow fever. These services are offered to Bowdoin students, faculty, and staff, as well as to the community at large. To schedule a travel clinic appointment, please call Ext. 3770.

Most primary and acute care services offered to students at the Health Center are covered by general College fees. Questions about covered services, medical claims, and insurance issues may be referred to the Student Health Insurance Coordinator at Ext. 4284.

The staff of Student Health Services are committed to promoting the health and well being of the Bowdoin College community through the provision of quality primary and acute care and educational outreach services. Our approach is comprehensive, holistic, and personally attentive, and emphasizes health promotion, disease prevention, and individual self-advocacy. Our goal is to foster wellness, in the broadest sense, within the College community as a whole, and for every individual student in particular. We are happy to discuss any health-related issues with students, and to offer support and resources to health-promoting groups on campus.

COUNSELING SERVICE

The Counseling Service is staffed by experienced mental health professionals who are dedicated to helping students resolve personal, social, and academic difficulties and maximize their psychological and intellectual potential. During the course of a typical academic year, approximately 20 percent of Bowdoin students take advantage of the opportunity to work individually with a counselor. Counseling staff members assist students who have concerns such as anxiety, depression, academic pressure, family conflicts, roommate problems, alcohol and drug abuse, sexual assault, eating disorders, intimate relationships, and many other matters. In addition to providing individual and group counseling, the counselors conduct programs and workshops for the Bowdoin community and consult with campus peer support/education groups. Free in-house psychiatric medication consultations are also available. The Counseling Service maintains a particularly strong commitment to enhancing multicultural awareness and dialogue within an increasingly diverse community.

Students may schedule counseling appointments by calling 725–3145 or stopping by the office in person. Regular hours are Monday through Friday, from 8:30 a.m. to 5:00 p.m. For student concerns requiring immediate attention, an emergency hour is available each weekday from 4:00 to 5:00 p.m. After hours and on weekends, students may reach an on-call counselor for emergency consultation by calling Security (Ext. 3500). The Counseling Service does not provide services to students during College vacation periods. Information disclosed by a student to his or her counselor is subject to strict confidentiality. The Counseling Service offices are located at 32 College Street.

Alumni and Community Organizations

Alumni Association

The Bowdoin College Alumni Association has as its purpose "to further the well-being of the College and its alumni by stimulating the interest of its members in the College and in each other through the conduct of programs by and for alumni, and by encouraging the efforts of its members in programs that promote the Common Good." Membership is open to former students who during a minimum of one semester's residence earned at least one academic credit toward a degree and whose class has graduated, to those holding Bowdoin degrees, and to anyone elected to membership by the Alumni Council.

Alumni Council

Officers: Mark W. Bayer '79, president; Sarah Bond Phinney '99, secretary and treasurer.

Elected and appointed members of the Alumni Council are listed on pages 331–32.

Alumni Council Awards

Alumni Service Award: First established in 1932 as the Alumni Achievement Award and renamed the Alumni Service Award in 1953, this award is made annually to the person whose volunteer services to Bowdoin, in the opinion of alumni, as expressed by the Alumni Council, most deserve recognition.

The recipient in 2005 was Sanford R. Sistare '50.

Alumni Award for Faculty and Staff: Established in 1963, this award is presented every other year "for service and devotion to Bowdoin, recognizing that the College in a larger sense includes both students and alumni."

The recipient in 2004 was Mary McAteer Kennedy, Director of Dining and Bookstore Services.

Distinguished Educator Award: Established in 1964, this award recognizes outstanding achievement in the field of education by a Bowdoin alumnus or alumna, except alumni who are members of the Bowdoin faculty and staff.

The recipient in 2005 was Andrew W. Williamson III '55.

Foot Soldier of Bowdoin Award: Established in 1999 through the generosity of David Z. Webster '57, this award is presented annually to one who exemplifies the role of a foot soldier of Bowdoin through his or her work for the development programs, BASIC, and/or other alumni programs during the prior year. In addition to an award, a scholarship is awarded each year in the name of the award-winner to a deserving Bowdoin undergraduate.

The recipient in 2005 is to be determined.

Polar Bear Awards: Established in 1999, these awards, up to six of which may be awarded annually, recognize significant personal contributions and outstanding dedication to Bowdoin. The award honors a record of service rather than a single act or achievement.

The recipients in 2005 are to be determined.

Young Alumni Service Award: Established in 1999, these awards, up to two of which may be awarded annually, recognize distinguished and outstanding service to Bowdoin among members of the ten youngest classes. The award honors a record of service rather than a single act or achievement.

The recipient in 2005 is to be determined.

Club Volunteer of the Year Award: Established in 2004, this award recognizes a volunteer who has demonstrated enthusiasm, initiative, and outstanding execution and achievement.

The recipient in 2005 is to be determined.

Bowdoin Magazine

Established in 1927, *Bowdoin* magazine is published four times a year and contains articles of general interest about the College and its alumni. It is sent without charge to all alumni, seniors, parents of current students and recent graduates, faculty and staff members, and various friends of the College. For more information about the magazine, please visit our Web site at www.bowdoin.edu/bowdoinmagazine.

Bowdoin Alumni Schools and Interviewing Committees (BASIC)

BASIC is a volunteer association of approximately 1,000 alumni in the United States and several foreign countries which assists the Admissions Office in the identification and evaluation of candidates. BASIC responsibilities include providing alumni interviews for applicants in their home areas, representing the College at local "college fair" programs, and, in general, serving as liaison between the College and prospective students.

Alumni Fund

The principal task of the Bowdoin Alumni Fund is to raise unrestricted financial support for the College's educational programs and other student-related services on an annual basis. All gifts to the Alumni Fund are for current operational expenses and play a significant role in maintaining a balanced budget. Since the Fund's inception in 1869, Bowdoin alumni have consistently demonstrated a high level of annual support, enabling the College to preserve and enhance the Bowdoin experience. In 2003-2004, the Fund total was $6,932,395, with 55.3% alumni participation.

Chair: Thomas J. Costin '73.

Directors: Elizabeth Butterworth Michalski '87, Terence M. Crikelair '96, Richard G. D'Auteuil '82, John D. Hourihan '77, Paula M. Wardynski '79, Barbara D. Gross '77, Anne M. Ireland '76, Robert F. Lakin '68, Arthur E. Black '91, Leo J. Dunn III '75, Sarah A. Bullock '88.

Alumni Fund Awards

Leon W. Babcock Plate: Presented to the College in 1980 by William L. Babcock, Jr. '69, and his wife, Suzanne, in honor of his grandfather, Leon W. Babcock '17, it is awarded annually to the class making the largest dollar contribution to the Alumni Fund.

The recipient in 2004 was the Class of 1979.

Alumni Fund Cup: Awarded annually since 1932, the Alumni Fund Cup recognizes the Reunion Class making the largest contribution to the Alumni Fund, unless that Reunion Class wins the Babcock Plate; in that event, the cup is awarded to the non-Reunion Class making the largest contribution.

The recipient in 2004 was the Class of 1976.

Class of 1916 Bowl: Presented to the College by the Class of 1916, it is awarded annually to the class whose record in the Alumni Fund shows the greatest improvement over its performance of the preceding year.

The recipient in 2004 was the Class of 1959.

Class of 1929 Trophy: Presented by the Class of 1929 in 1963, it is awarded annually to that one of the ten youngest classes attaining the highest percentage of participation.

The recipient in 2004 was the Class of 2003.

Robert Seaver Edwards Trophy: Awarded annually to that one of the ten youngest classes raising the most money for the Fund, this trophy honors the memory of Robert Seaver Edwards, Class of 1900.

The recipient in 2004 was the Class of 1994.

Fund Directors' Trophy: Established in 1972 by the directors of the Alumni Fund, the trophy is awarded annually to the class that, in the opinion of the directors, achieved an outstanding performance not acknowledged by any other trophy.

The recipient in 2004 was the Class of 1964.

Harry K. Warren Trophy: Awarded annually beginning in 1998, the Harry K. Warren Trophy recognizes the two reunion classes achieving the highest percentage of participation.

The recipients in 2004 were the Class of 1979 and the Class of 1954.

Robert M. Cross Awards: Established by the directors of the Alumni Fund in 1990, the Robert M. Cross Awards are awarded annually to those class agents whose outstanding performance, hard work, and loyalty to Bowdoin, as personified by Robert M. Cross '45 during his many years of association with the Fund, are deserving of special recognition.

The recipient in 2004 was Michael L. Volpe '97.

The Class of 1976 Trophy: Established in 2004, the Class of 1976 Trophy is awarded each year to the class whose associate agent or team of volunteers deserve special recognition for energy, creativity, and leadership in a non-reunion year.

The recipient in 2004 was the Class of 2003.

$750,000 Club: Established by the Alumni Fund directors in 2001, the $750,000 Club recognizes each class that has passed the $750,000 figure during an Alumni Fund year.

The recipient in 2004 was the Class of 1979.

$500,000 Club: The $500,000 club recognizes each class that has passed the $500,000 figure during an Alumni Fund year.

The recipient in 2004 was the Class of 1964.

$250,000 Club: Established by the Alumni Fund directors in 2001, the $250,000 Club recognizes each class that has passed the $250,000 figure during an Alumni Fund year.

The recipients in 2004 were Class of 1954, Class of 1974, and Class of 1976.

Society of Bowdoin Women

The Society of Bowdoin Women was formed in 1922 to provide "an organization in which those with a common bond of Bowdoin loyalty may, by becoming better acquainted with the College and with each other, work together to serve the College."

Today, the Society of Bowdoin Women Advisory Board continues to consult in the administration of four endowment funds. The Edith Lansing Koon Sills Lecture Fund, established in 1961, is used to sponsor cultural, career, and literary speakers. The Society of Bowdoin Women Foundation, created in 1924, provided resources for the College's general use. With the inception of coeducation at Bowdoin in 1971, the Society decided to restrict the funds to provide annual scholarships to qualified women students and renamed it the Society of Bowdoin Women Scholarship Foundation. The Society of Bowdoin Women Athletic Award, established in 1978, recognizes effort, cooperation, and sportsmanship by a senior member of a women's varsity team. The Dorothy Haythorn Collins Award, created in 1985, honors a junior student exemplifying overall excellence and outstanding performance in his or her chosen field of study.

Advisory Board: Kimberly Labbe Mills '82, O. Jeanne d'Arc Mayo, Joan R. Shepherd.

Association of Bowdoin Friends

Founded in 1984, the Association of Bowdoin Friends is a group of approximately 1,200 midcoast-area residents who share an interest in the well-being of the College. Its mission states "the association strengthens the relationship between Bowdoin and the community, affording members the opportunity to support and engage in the life of the College." Some members are alumni or otherwise have direct ties to the College, while most are simply interested members of the community. Members regularly attend lectures, concerts, performances, and special events on campus, and some audit classes. Activities sponsored by the Friends include receptions and dinners held in conjunction with College events, large and small book discussion groups, and field trips of local interest. Through the Friends Fund, many members choose to support the College library, museums, athletics, and music and performing arts programs.

Bowdoin Friends are also invited to become involved in the Host Family Program. Administered by the Office of Residential Life, the Host Family Program pairs local families with international students, teaching fellows, and visiting faculty, as well as interested first-year students, easing the transition to College life and fostering lasting friendships. Through this program, international students and faculty are offered a taste of American life and culture.

Individual membership: $40.00. Household membership starts at $55.00 for two people; and $5.00 for each additional member of household. Benefits of membership include receipt of a bi-weekly calendar of events, discounts to many campus performances, free library borrowing privileges, and discounts at the museum shops.

Steering Committee for 2005–2006: Jim Carter, Larry Clampitt, Judy Collette, Roy Heely '51, Ed Langbein '57, Frances Lee, Jeanne d'Arc Mayo, Sandra Neiman, Fran Nichols, Dian Petty, Barbara Reinertsen, Christoph Schmidt, and Gloria Smith. *Host Family Program liaisons:* Jeanne Clampitt and Larry Clampitt; *Steering Committee chair:* Ed Langbein '57; *Friends Fund chair:* Roy Heely '51; Sara Smith, *administrative secretary.*

Summer Programs

Bowdoin College summer programs provide an opportunity for a variety of people to enjoy the College's facilities and to benefit from the expertise of Bowdoin faculty and staff during the nonacademic portion of the year. Summer programs consist of educational seminars, professional conferences, sports clinics, specialized workshops, and occasional social events that are appropriate to the College's overall mission as an educational institution and as a member of the Maine community.

The longest-running summer program involving members of the Bowdoin faculty and the longest-running summer program in its area of study in the United States is the **Infrared Spectroscopy Course**. Initiated at Massachusetts Institute of Technology in 1950, the program moved to Bowdoin in 1972. Over three thousand scientists have come to campus to work with many of the original staff.

Upward Bound, which began at Bowdoin in 1965, is one of over 500 similar programs hosted by educational institutions across the country. Funded by the U.S. Department of Education, these programs are intended to provide low-income high school students with the skills and motivation necessary for success in higher education.

Founded in 1964, and separately incorporated in 1998, the **Bowdoin International Music Festival, Inc.** comprises a music school, several concert series, and the Gamper Festival of Contemporary Music. Approximately 200 gifted performers in their teens and twenties from more than twenty countries participate each summer in a concentrated six-week program of instrumental, chamber music, and composition studies with a faculty composed of teacher-performers from the world's leading conservatories.

The Hockey Clinic began at Bowdoin College in 1971. Boys and girls, ranging from eight to nineteen years old, come from throughout the United States to train with Bowdoin coaches as well as coaches from other prep schools and academies with outstanding hockey programs.

Each year additional camps are offered by members of the athletic staff in baseball, diving, tennis, basketball, field hockey, lacrosse, squash, soccer, swimming, and track. A day camp for children entering grades 1–9 is based in Farley Field House, and an art camp for youth is held in Bowdoin's Visual Arts Center.

In addition to the four long-term programs described above, other programs brought to campus by Bowdoin faculty, staff, and outside associations attract several thousand people to the College each summer.

Persons interested in holding a conference at Bowdoin should contact the Events and Summer Programs Office, which schedules all summer activities and coordinates dining, overnight accommodations, meeting space, audiovisual services, and other amenities. For more information on camps, workshops, and conferences, visit the Web site at http://www.bowdoin.edu/events/summerPrograms.

Officers of Government

PRESIDENT OF THE COLLEGE

Barry Mills, A.B. (Bowdoin), Ph.D. (Syracuse), J.D. (Columbia), Elected Overseer, 1994, Elected President of the College, 2001.

BOARD OF TRUSTEES

Peter Metcalf Small, A.B. (Bowdoin), Chair. Elected Overseer, 1988.* Term expires 2010.

Tracy Jean Burlock, A.B. (Bowdoin), Vice Chair. Elected Overseer, 1990.* Term expires 2006.

Deborah Jensen Barker, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 1999. Term expires 2009.

David G. Brown, A.B. (Bowdoin), M.B.A. (Dartmouth). Elected Trustee, 2000. Term expires 2010.

Marijane Leila Benner Browne, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1994.* Term expires 2010.

Geoffrey Canada, A.B. (Bowdoin), Ed.M. (Harvard). Elected Overseer, 1995.* Term expires 2006.

Michael Scott Cary, A.B. (Bowdoin), M.A.T. (Brown), M.A. (Yale). Elected Trustee, 2001. Term expires 2006.

William Edwards Chapman II, A.B. (Bowdoin). Elected Trustee, 2002. Term expires 2007.

Gerald Cameron Chertavian, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2002. Term expires 2007.

Michael M. Crow, B.A. (Iowa State), Ph.D. (Syracuse). Elected Trustee, 2001. Term expires 2006.

Michele Gail Cyr, A.B. (Bowdoin), A.M. (Brown), M.D. (Dartmouth). Elected Trustee, 2000. Term expires 2010.

Jeff Douglas Emerson, A.B. (Bowdoin), M.S.T. (American University). Elected Trustee, 2005. Term expires 2010.

Marc Bennett Garnick, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2006.

John Anthony Gibbons, Jr., A.B. (Bowdoin), M.B.A. (New York University). Elected Trustee, 2002. Term expires 2007.

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* Prior to 1996, Bowdoin had a bicameral governance structure. Overseers were elected for a six-year term, renewable once; Trustees were elected for an eight-year term, also renewable once. In June of 1996, the governance structure became unicameral. All Boards members became Trustees, eligible to serve the remainder of their current term.

Trustees elected or re-elected in 1996 and thereafter serve five-year terms without a predetermined limit to the number of terms individuals may serve.

Stephen Francis Gormley, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2006.

Alvin Darnell Hall, A.B. (Bowdoin), M.A. (UNC–Chapel Hill). Elected Trustee, 2001. Term expires 2006.

Laurie Anne Hawkes, A.B. (Bowdoin), M.B.A. (Cornell). Elected Overseer, 1986; elected Trustee, 1995. Term expires 2008.

Dennis James Hutchinson, A.B. (Bowdoin), M.A. (Oxford), LL.M. (Texas-Austin). Elected Overseer, 1975; elected Trustee, 1987. Term expires 2008.

William Sargent Janes, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2007.

Gregory Edmund Kerr, A.B. (Bowdoin), M.D. (New York University), M.B.A. (Columbia). Elected Trustee, 2000. Term expires 2010.

James Walter MacAllen, A.B. (Bowdoin), M.B.A. (Virginia). Elected Overseer, 1995.* Term expires 2006.

Nancy Bellhouse May, A.B. (Bowdoin), J.D. (Columbia). Elected Trustee, 1996. Term expires 2006.

Lisa Ann McElaney, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 2001. Term expires 2006.

John Francis McQuillan, A.B. (Bowdoin). Elected Trustee, 2005. Term expires 2010.

Jane McKay Morrell, A.B. (Bowdoin). Elected Trustee, 1997. Term expires 2007.

Tamara Alexandra Nikuradse, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2004. Term expires 2009.

John Steven Osterweis, A.B. (Bowdoin), M.B.A. (Stanford). Elected Trustee, 2004. Term expires 2009.

Scott Bullock Perper, A.B. (Bowdoin), M.B.A. (Harvard). Elected Trustee, 2004. Term expires 2009.

Jane Lagoudis Pinchin, B.A. (Harpur College, SUNY–Binghamton), M.A., Ph.D. (Columbia). Elected Trustee, 2003, Term expires 2008.

Edgar Moore Reed, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1995.* Term expires 2006.

Linda Horvitz Roth, A.B. (Bowdoin), M.A. (North Carolina). Elected Overseer, 1992.* Term expires 2008.

Lee Dickinson Rowe, A.B. (Bowdoin), M.D. (University of Pennsylvania). Elected Trustee, 1996. Term expires 2006.

Geoffrey Claflin Rusack, A.B. (Bowdoin), J.D. (Pepperdine). Elected Trustee, 2003. Term expires 2008.

Joan Benoit Samuelson, A.B. (Bowdoin), D.A. (Thomas, Williams, La Salle, Mt. Ida). Elected Overseer, 1995.* Term expires 2006.

Steven Mark Schwartz, A.B. (Bowdoin), M.F.A. (Columbia). Elected Trustee, 1999. Term expires 2009.

D. Ellen Shuman, A.B. (Bowdoin), M.P.P.M. (Yale). Elected Overseer, 1992.* Term expires 2008.

Sheldon Michael Stone, A.B. (Bowdoin), M.B.A. (Columbia). Elected Trustee, 2001. Term expires 2006.

Richard Houghton Stowe, B.S.E.E. (Rensselaer), M.B.A. (Harvard). Elected Trustee, 1998. Term expires 2008.

John Joseph Studzinski, A.B. (Bowdoin), M.B.A. (Chicago). Elected Trustee, 1998. Term expires 2008.

Alan Richard Titus, A.B. (Bowdoin). Elected Trustee, 2004. Term expires 2009.

Paula Marie Wardynski, A.B. (Bowdoin). Elected Trustee, 2005. Term expires 2010.

David Perrin Wheeler, A.B. (Bowdoin), M.B.A. (Wharton). Elected Trustee, 2003, Term expires 2008.

Robert Francis White, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1993.* Term expires 2009.

The Honorable John Alden Woodcock, Jr., A.B. (Bowdoin), M.A. (University of London), J.D. (Maine). Elected Trustee, 1996. Term expires 2006.

Anne W. Springer, A.B. (Bowdoin), Secretary. Elected Secretary of the Board of Overseers, 1995; elected Assistant Secretary, 1996. Elected Secretary, 2001. Term expires 2009.

David R. Treadwell, A.B. (Bowdoin), M.B.A. (Harvard), Assistant Secretary. Elected Assistant Secretary, 2001. Term expires 2006.

Richard A. Mersereau, A.B. (Bowdoin), M.A.T. (Wesleyan), Secretary of the College and Staff Liaison to the Trustees.

EMERITI

Thomas Hodge Allen, A.B. (Bowdoin), B.Ph. (Oxford), J.D. (Harvard). Elected Overseer, 1985; elected emeritus 1997.

Willard Bailey Arnold III, A.B. (Bowdoin), M.S. (New York University). Elected Overseer, 1970; elected emeritus, 1984.

Walter Edward Bartlett, A.B. (Bowdoin). Elected Overseer, 1990*; elected emeritus, 2001.

Robert Ness Bass, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1964; elected emeritus, 1980.

David Pillsbury Becker, A.B. (Bowdoin), A.M. (New York University). Elected Overseer, 1986*; elected emeritus, 1998.

Rosalyne Spindel Bernstein, A.B. (Radcliffe), J.D. (Maine), LL.D (Bowdoin), D.H.L. (Maine). Elected Overseer, 1973; elected Trustee, 1981; elected emerita 1997.

Gerald Walter Blakeley, Jr., A.B. (Bowdoin). Elected Overseer, 1960; elected emeritus, 1976.

Matthew Davidson Branche, A.B. (Bowdoin), M.D. (Boston University). Elected Overseer, 1970; elected emeritus, 1985.

Theodore Hamilton Brodie, A.B. (Bowdoin). Elected Overseer, 1983; elected emeritus, 1995.

Paul Peter Brountas, A.B. (Bowdoin), B.A., M.A. (Oxford), J.D., LL.B. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1974; elected Trustee, 1984; elected emeritus, 1996.

Leslie Walker Burlock, A.B. (Bowdoin). Elected Overseer, 1995*; elected emerita, 2001.

George Hench Butcher III, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1985; elected emeritus, 1995.

John Everett Cartland, Jr., A.B. (Bowdoin), M.D. (Columbia). Elected Overseer, 1976; elected emeritus, 1988.

Thomas Clark Casey, A.B. (Bowdoin), M.B.A. (Stanford). Elected Overseer, 1989*; elected emeritus, 2001.

Kenneth Irvine Chenault, A.B. (Bowdoin), J.D. (Harvard). Elected Overseer, 1986; elected emeritus, 1993.

Norman Paul Cohen, A.B. (Bowdoin). J.D. (Harvard), LL.D (Bowdoin). Elected Overseer, 1977; elected emeritus, 1989.

The Honorable David Michael Cohen, A.B. (Bowdoin), LL.B. (Boston College School of Law). Elected Overseer. 1994*; elected emeritus 2005.

The Honorable William Sebastian Cohen, A.B. (Bowdoin), LL.B. (Boston University), LL.D. (St. Joseph. Maine, Western New England, Bowdoin, Nasson). Elected Overseer. 1973; elected emeritus, 1985.

Philip R. Cowen, B.S., M.B.A. (New York University). Elected Overseer, 1993*; elected emeritus 2004.

J. Taylor Crandall, A.B. (Bowdoin). Elected Overseer, 1991; elected emeritus, 1997.

The Reverend Richard Hill Downes, A.B. (Bowdoin), S.T.B. (General Theological Seminary). Elected Overseer, 1970; elected emeritus, 1983.

Peter Frank Drake, A.B. (Bowdoin), Ph.D. (Bryn Mawr). Elected Overseer, 1992.* Elected emeritus. 2003.

Stanley Freeman Druckenmiller, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus. 2002.

Oliver Farrar Emerson II, A.B. (Bowdoin). Elected Overseer, 1974; elected emeritus, 1986.

William Francis Farley, A.B. (Bowdoin), J.D. (Boston College), LL.D. (Bowdoin). Elected Overseer. 1980; elected emeritus, 1992.

Frank John Farrington, A.B. (Bowdoin), M.S. (The American College). Elected Overseer. 1984; elected emeritus, 1996.

Wanda Evelyn Fleming, A.B. (Bowdoin), M.P.A. (Harvard). Elected Trustee, 1999; elected emerita. 2004.

Herbert Spencer French, Jr., A.B. (Bowdoin), M.B.A. (Pennsylvania). Elected Overseer, 1976; elected emeritus, 1988.

Albert Edward Gibbons, Jr., A.B. (Bowdoin). Elected Overseer, 1973; elected emeritus, 1985.

Leon Arthur Gorman, A.B., B.D., LL.D. (Bowdoin). Elected Overseer, 1983; elected Trustee, 1994; elected emeritus, 2002.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D. Litt. (Wesleyan), L.H.D. (Colby, Bowdoin, Bates, University of Maine). President of the College, 1981-1990; elected emeritus, 1990.

Jonathan Standish Green, A.B. (Bowdoin), M.B.A. (California). Elected Overseer, 1975; elected emeritus, 1987.

Marvin Howe Green, Jr., L.H.D. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1996.

Gordon Francis Grimes, A.B. (Bowdoin), B.A. (Cambridge), J.D. (Boston). Elected Overseer, 1986*; elected emeritus, 1998.

Peter Francis Hayes, A.B. (Bowdoin), B.A., M.A. (Oxford), A.M., M.Phil., Ph.D. (Yale). Elected Overseer, 1969; elected emeritus, 1983.

Merton Goodell Henry, A.B. (Bowdoin), LL.B. (George Washington), LL.D. (Bowdoin, St. Joseph's College, Northwood University). Elected Overseer, 1962; elected Trustee, 1974; elected emeritus, 1987.

Caroline Lee Herter. Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 1996.

Regina Elbinger Herzlinger, B.S. (Massachusetts Institute of Technology), D.B.A. (Harvard). Elected Overseer, 1983; elected emerita, 1989.

The Reverend Judith Linnea Anderson Hoehler, A.B. (Douglass), M.Div. (Harvard), S.T.D. (Starr King School for the Ministry). Elected Overseer, 1980; elected emerita, 1992.

John Roscoe Hupper, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1970; elected Trustee, 1982; elected emeritus, 1995.

William Dunning Ireland, Jr., A.B. (Bowdoin). Elected Overseer, 1971; elected emeritus, 1986.

Judith Magyar Isaacson, A.B. (Bates), A.M., LL.D (Bowdoin), L.D. (Bates) L.H.D. (Colby), H.L. (University of New England). Elected Overseer, 1984; elected emerita, 1996.

Lewis Wertheimer Kresch, A.B. (Bowdoin), M.B.A. (Harvard). Elected Overseer, 1970; elected emeritus, 1983.

Donald Richardson Kurtz, A.B. (Bowdoin), M.B.A. (Columbia). Elected Overseer, 1984; elected emeritus, 1996; elected Trustee, 1997; elected emeritus 2004.

Samuel Appleton Ladd III, A.B. (Bowdoin). Elected Overseer, 1991*; elected emeritus, 2002.

Albert Frederick Lilley, A.B. (Bowdoin), LL.B. (Virginia), J.D. Elected Overseer, 1976; elected emeritus, 1988.

Herbert Mayhew Lord, A.B. (Bowdoin), LL.B. (Harvard). Elected Overseer, 1980; elected emeritus, 1992.

George Calvin Mackenzie, A.B. (Bowdoin), A.M. (Tufts), Ph.D. (Harvard). Elected Overseer. 1986*; elected emeritus, 1998.

John Francis Magee, A.B. (Bowdoin), M.B.A. (Harvard), A.M. (Maine), LL.D. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1979; elected emeritus, 1995.

Cynthia Graham McFadden, A.B. (Bowdoin), LL.B. (Columbia), J.D. (Columbia University School of Law) Elected Overseer, 1986; elected emerita, 1995.

Robert Haines Millar, A.B. (Bowdoin), B.Div. (Yale), Secretary. Elected 1991; Elected secretary emeritus, 2001.

Richard Allen Morrell, A.B. (Bowdoin). Elected Overseer, 1979; elected Trustee, 1989; elected emeritus, 2002.

Norman Colman Nicholson, Jr., A.B. (Bowdoin). Elected Overseer, 1979; elected emeritus, 1991.

Campbell Barrett Niven, A.B. (Bowdoin). Elected Overseer, 1986*; elected emeritus, 1998.

David Alexander Olsen, A.B. (Bowdoin). Elected Overseer, 1986.* Elected emeritus, 2003.

Michael Henderson Owens, A.B. (Bowdoin), M.D., M.P.H. (Yale). Elected Overseer, 1988*; elected emeritus. 2005.

Payson Stephen Perkins, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Everett Parker Pope, B.S., A.M., LL.D. (Bowdoin). Elected Overseer, 1961; elected Trustee, 1977; elected emeritus, 1988.

Hollis Susan Rafkin-Sax, A.B. (Bowdoin). Elected Overseer, 1988*; elected emerita, 2000.

Peter Donald Relic, A.B. (Bowdoin), M.A. (Case Western Reserve), Ed.D. (Harvard), Litt.D. (Belmont Abbey). Elected Overseer, 1987*; elected emeritus, 1999.

Alden Hart Sawyer, Jr., A.B. (Bowdoin), M.B.A. (Michigan). Elected Overseer, 1976; elected emeritus, 1985.

Jill Ann Shaw-Ruddock, A.B. (Bowdoin). Elected Overseer, 1994*; elected emerita, 2000.

Carolyn Walch Slayman, B.A. (Swarthmore), Ph.D. (Rockefeller), Sc.D. (Bowdoin). Elected Overseer, 1976; elected Trustee, 1988; elected emerita, 2001.

John Ingalls Snow, A.B. (Bowdoin), M.B.A. (Wharton). Elected Overseer, 1986*; elected emeritus, 1992.

Donald Bertram Snyder, Jr., A.B. (Bowdoin). Elected Overseer, 1992.* Elected emeritus, 2003.

Phineas Sprague, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

Terry Douglas Stenberg, A.B. (Bowdoin), Ed.M. (Boston University), Ph.D. (Minnesota). Elected Overseer, 1983; elected emeritus, 1993.

Deborah Jean Swiss, A.B. (Bowdoin), Ed.M., Ed.D. (Harvard). Elected Overseer, 1983; elected emerita, 1995.

Frederick Gordon Potter Thorne, A.B. (Bowdoin). Elected Overseer, 1972; elected Trustee, 1982. Elected emeritus, 2003.

Raymond Stanley Troubh, A.B. (Bowdoin), LL.B. (Yale), LL.D. (Bowdoin). Elected Overseer, 1978; elected emeritus, 1990.

William David Verrill, A.B. (Bowdoin). Elected Overseer, 1980; elected emeritus, 1986.

Mary Ann Villari, A.B. (Bowdoin), J.D. (Boston University). Elected Overseer, 1987*; elected emerita, 1999.

William Grosvenor Wadman, A.B. (Bowdoin). Elected Overseer, 1988*; elected emeritus, 2000.

David Earl Warren, A.B. (Bowdoin), J.D. (Columbia). Elected Overseer, 1988*; elected emeritus, 2005.

Harry Knight Warren, B.A. (Pennsylvania). Elected Secretary, 1986; elected emeritus, 1995.

Timothy Matlack Warren, A.B. (Bowdoin). Elected Overseer, 1985; elected emeritus, 1991.

George Curtis Webber II, A.B. (Bowdoin), LL.B. (Harvard). Elected Secretary, 1983; elected emeritus, 1986.

Russell Bacon Wight, Jr., A.B. (Bowdoin). Elected Overseer, 1987; elected emeritus, 1996.

Richard Arthur Wiley, A.B. (Bowdoin), B.C.L. (Oxford), LL.M. (Harvard), LL.D. (Bowdoin). Elected Overseer, 1966; elected Trustee, 1981; elected emeritus, 1993.

Barry Neal Wish, A.B. (Bowdoin). Elected Overseer, 1989; elected Trustee, 1994; elected emeritus, 2005.

Elizabeth Christian Woodcock, A.B. (Bowdoin), A.M. (Stanford), J.D. (Maine). Elected Overseer, 1985*; elected emerita, 1997.

Donald Mack Zuckert, A.B. (Bowdoin), J.D. (New York University). Elected Overseer, 1987; elected Trustee, 1995; elected emeritus, 2005.

Officers of Instruction

Barry Mills, A.B. (Bowdoin). Ph.D. (Syracuse). J.D. (Columbia). President of the College. (2001)†

Suzanne Aldridge, B.A. (California–Davis). M.A. (San Jose State). Visiting Fellow in Education. (2004)

Jonathan Allen, B.S. (Bates). Doherty Marine Biology Postdoctoral Scholar.* (2005)

Michele K. Amidon, B.A. (St. Lawrence). Coach in the Department of Athletics. (1996)

Anthony F. Antolini, A.B. (Bowdoin). M.A.. M.A., Ph.D. (Stanford). Director of the Bowdoin Chorus and Ear-Training Instructor. (*Adjunct.*) (1992)

J. Ed Araiza. B.A. (Texas A&I University). Coastal Studies Center Artist-in-Residence and Adjunct Lecturer in Theater. *(Spring semester.)* (2005)

Yukiko Asaka, B.A. (George Mason). M.A.. Ph.D. (Miami University–Ohio). Visiting Assistant Professor of Psychology and Neuroscience. (2005)

Elizabeth A. Bakewell, B.A. (Sarah Lawrence). M.A.. Ph.D. (Brown). Adjunct Assistant Professor of Anthropology. (*Fall semester.*)

Pamela Ballinger, B.A. (Stanford). M.Phil. (Trinity College. Cambridge). M.A.. Ph.D. (Johns Hopkins). Associate Professor of Anthropology. (*On leave of absence for the spring semester.*) (1998)

Joe Bandy, B.A. (Rhodes). M.A., Ph.D. (California–Santa Barbara), Associate Professor of Sociology. (1998)

William H. Barker, A.B. (Harpur College). Ph.D. (Massachusetts Institute of Technology), Professor of Mathematics. (1975)

Mark O. Battle, B.S. (Tufts). B.M. (New England Conservatory). M.A.. Ph.D. (Rochester). Assistant Professor of Physics. (1999)

Thomas Baumgarte, Diplom. Ph.D. (Ludwig-Maximilians-Universität Munich). Associate Professor of Physics. (2001)

Rachel J. Beane, B.A. (Williams). Ph.D. (Stanford). Associate Professor of Geology. (1998)

Susan E. Bell, A.B. (Haverford). A.M.. Ph.D. (Brandeis). A. Myrick Freeman Professor of Social Sciences. (1983)

Stéphanie Bérard, B.A. equiv. (Académie de Grenoble), M.A. equiv. (Université Stendhal). Visiting Instructor in Romance Languages.* (2005)

Gretchen Berg, B.A. (Antioch), Ed.M. (Harvard), Lecturer in Theater Performance. *(Adjunct.)* (1994)

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†Date of first appointment to the faculty.

** Indicates candidate for doctoral degree at time of appointment.*

Gil Birney, B.A. (Williams), M.Div. (Virginia), Coach in the Department of Athletics. (2000)

John B. Bisbee, B.F.A. (Alfred), Lecturer in Art. (1996)

Paola Boel, B.S. (Università L. Bocconi, Italy), M.S. (Purdue), Instructor in Economics.* (2005)

Candice L. Bosse, B.A. (Michigan), M.A., Ph.D. (Michigan State), Visiting Assistant Professor of Romance Languages. (2005)

Joanna Bosse, B.A. (Houghton), M.A. (Michigan State), Ph.D. (Illinois–Urbana-Champaign), Assistant Professor of Music. *(On leave of absence for the academic year.)* (2002)

Barbara Weiden Boyd, A.B. (Manhattanville), A.M., Ph.D. (Michigan), Winkley Professor of Latin and Greek. (1980)

Meghan Brady, B.A. (Smith), M.F.A. (Boston), Visiting Assistant Professor of Art. (2005)

Aviva Briefel, B.A. (Brown), M.A., Ph.D. (Harvard), Assistant Professor of English. (2000)

Richard D. Broene, B.S. (Hope), Ph.D. (California–Los Angeles), Associate Professor of Chemistry. (1993)

Jorunn J. Buckley, Cand. mag (Oslo), Cand. philol. (Bergen), Ph.D. (Chicago), Assistant Professor of Religion. (1999)

Bradford Burnham, B.S. (Maine), M.S. (Colorado State), Coach in the Department of Athletics. (2000)

Wendy Cadge, B.A. (Swarthmore), M.A., Ph.D. (Princeton), Assistant Professor of Sociology. *(On leave of absence for the academic year.)* (2003)

Helen L. Cafferty, A.B. (Bowling Green), A.M. (Syracuse), Ph.D. (Michigan), William R. Kenan, Jr., Professor of German and the Humanities. (1972)

Charles C. Calhoun, B.A. (Virginia), B.A., M.A. (Oxford), Adjunct Assistant Professor of History.

David C. Caputi, B.A. (Middlebury), M.Ed. (North Adams State), Coach in the Department of Athletics. (2000)

Steven R. Cerf, A.B. (Queens College), M.Ph., Ph.D. (Yale), George Lincoln Skolfield, Jr., Professor of German. (1971)

Connie Y. Chiang, B.A. (California–Santa Barbara), M.A., Ph.D. (Washington), Assistant Professor of History and Environmental Studies. (2002)

Eric L. Chown, B.A., M.S. (Northwestern), Ph.D. (Michigan), Associate Professor of Computer Science. (1998)

Ronald L. Christensen, A.B. (Oberlin), A.M., Ph.D. (Harvard), James Stacy Coles Professor of Natural Sciences. *(On leave of absence for the academic year.)* (1976)

David Collings, A.B. (Pacific Union), A.M., Ph.D. (California–Riverside), Professor of English. (1987)

Thomas Conlan, B.A. (Michigan), M.A., Ph.D. (Stanford), Associate Professor of History and Asian Studies. (1998)

Sarah O'Brien Conly, A.B. (Princeton), M.A., Ph.D. (Cornell), Adjunct Assistant Professor of Philosophy. (2005) *(Spring semester.)*

Rachel Ex Connelly, A.B. (Brandeis), A.M., Ph.D. (Michigan), Professor of Economics. (*On leave of absence for the academic year.*) (1985)

Michael Connolly, B.A. (Brandeis), Coach in the Department of Athletics. (1999)

Denis J. Corish, B.Ph., B.A., L.Ph. (Maynooth College, Ireland), A.M. (University College, Dublin), Ph.D. (Boston University), Professor of Philosophy. (1973)

Thomas B. Cornell, A.B. (Amherst), Richard F. Steele Professor of Studio Art. (*On leave of absence for the academic year.*) (1962)

Peter Coviello, B.A. (Northwestern), M.A., Ph.D. (Cornell), Associate Professor of English. (1998)

Elena Cueto-Asín, B.A. (Universidad Complutense de Madrid), M.A., Ph.D. (Purdue), Assistant Professor of Romance Languages. (2000)

Shuqin Cui, B.A. (Xian Foreign Language Institute, China), M.A. (Wisconsin), M.A., Ph.D. (Michigan), Associate Professor of Asian Studies. (2002)

Songren Cui, B.A. (Zhongshan), M.A., Ph.D. (California–Los Angeles), Assistant Professor of Asian Studies. (1999)

John D. Cullen, A.B. (Brown), Associate Director of Athletics and Coach in the Department of Athletics. (1985)

Charlotte Daniels, B.A./B.S. (Delaware), M.A.. Ph.D. (Pennsylvania), Associate Professor of Romance Languages. (1999)

Katherine L. Dauge-Roth, A.B. (Colby), D.E.U.G. (Université de Caen), M.A., Ph.D. (Michigan), Assistant Professor of Romance Languages. (1999)

Dan Davies, B.S. (Keene State), M.Ed., M.S.P.T. (Hartford), Director of Sports Medicine. (2003)

Shelley M. Deane, B.S. (Manchester), M.A. (Warwick), Ph.D. (London School of Economics). Visiting Assistant Professor of Government. (2004)

Gregory P. DeCoster, B.S. (Tulsa), Ph.D. (Texas), Associate Professor of Economics. (1985)

Deborah S. DeGraff, B.A. (Knox College), M.A., Ph.D. (Michigan), Associate Professor of Economics. (1991)

Dallas G. Denery II, B.A. (California–Berkeley), M.A. (Dominican School of Philosophy and Theology), Ph.D. (California–Berkeley), Assistant Professor of History. (*On leave of absence for the academic year.*) (2002)

Nicola F. Denzey, B.A. (Toronto), M.A., Ph.D. (Princeton), Visiting Assistant Professor of History. (1997)

Thomas A. Desjardin, B.S., M.A. (Florida State), Ph.D. (Maine), Adjunct Assistant Professor of History. (2005) *(Spring semester.)*

Sara A. Dickey, B.A. (Washington), M.A., Ph.D. (California–San Diego), Professor of Anthropology. (1988)

Patsy S. Dickinson, A.B. (Pomona), M.S., Ph.D. (Washington), Professor of Biology and Neuroscience. (1983)

Gerald M. DiGiusto, A.B. (Bowdoin), A.M. (Duke), Visiting Instructor in Government.* (2005)

Peter E. Doan, B.A. (St. Olaf), Ph.D. (Illinois–Urbana-Champaign), Visiting Assistant Professor of Chemistry. (2005)

Linda J. Docherty, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. (1986)

Charles Dorn, B.A. (George Washington), M.A., (Stanford), Ph.D. (California–Berkeley), Assistant Professor of Education. (2003)

Kristy L. Duran, B.S. (New Mexico–Albuquerque), M.S. (Colorado State), Ph.D. (Colorado–Boulder), Teaching Associate in Biology. (2005)

Mary Agnes Edsall, B.A., M.A., Ph.D. (Columbia), Assistant Professor of English. (2003)

Gustavo Faverón-Patriau, B.A., Lic. (Pontificia Universidad Católica del Perú), M.A. (Cornell), Instructor in Romance Languages.* (2005)

Rebecca E. Field, A.B. (Bowdoin), M.S., Ph.D. (Chicago), Visiting Assistant Professor of Mathematics. (2005)

Stephen T. Fisk, A.B. (California–Berkeley), A.M., Ph.D. (Harvard), Professor of Mathematics. (*On leave of absence for the academic year.*) (1977)

John M. Fitzgerald, A.B. (Montana), M.S., Ph.D. (Wisconsin), Professor of Economics. (1983)

Pamela M. Fletcher, A.B. (Bowdoin), M.A., Ph.D. (Columbia), Assistant Professor of Art History (*On leave of absence for the fall semester.*) (2001)

Kristina Ford, B.A. (Michigan State), Ph.D. (University of Michigan), Adjunct Professor of Environmental Studies. *(Fall semester.)*

Tomas Fortson, Coach in the Department of Athletics. (2000)

Paul N. Franco, B.A. (Colorado College), M.Sc. (London School of Economics), Ph.D. (Chicago), Professor of Government. (1990)

Michael M. Franz, B.A. (Fairfield), M.A., Ph.D. (Wisconsin–Madison), Assistant Professor of Government. (2005)

A. Myrick Freeman III, A.B. (Cornell). A.M., Ph.D. (Washington), William D. Shipman Professor of Economics Emeritus. (1965)

Paul Friedland, B.A. (Brown), M.A. (Chicago), Ph.D. (California–Berkeley), Associate Professor of History. (*On leave of absence for the academic year.*) (1997)

Judy Gailen, M.F.A. equiv. (Yale School of Drama), Adjunct Lecturer in Theater. (*Fall semester.*)

Lucile Gallaudet, B.A. (Kansas), M.S. in Ed. (Bank Street), Adjunct Lecturer in Education. *(Academic year.)*

Davida Gavioli, B.A. (Bergamo), Ph.D. (Pennsylvania State), Visiting Lecturer in Romance Languages. (2003)

Christopher C. Gerbi, A.B. (Amherst), M.S. (California–Davis), Visiting Instructor in Geology.* (2005)

Kristen R. Ghodsee, B.A. (California–Santa Cruz), M.A., Ph.D. (California–Berkeley), Assistant Professor of Gender and Women's Studies. (*On leave of absence for the academic year.*) (2002)

Timothy J. Gilbride, A.B. (Providence), M.P. (American International), Coach in the Department of Athletics. (1985)

Jonathan P. Goldstein, A.B. (New York–Buffalo), A.M., Ph.D. (Massachusetts), Professor of Economics. (1979)

Celeste Goodridge, A.B. (George Washington), A.M. (William and Mary), Ph.D. (Rutgers). Professor of English. (1986)

David Gordon, B.A. (University of Cape Town), M.A., Ph.D. (Princeton), Assistant Professor of History. (2005)

Robert K. Greenlee, B.M., M.M. (Oklahoma), D.M. (Indiana), Associate Professor of Music. (1982)

Elizabeth Grote, B.S. (Vermont). M.S. (New Hampshire), Coach in the Department of Athletics. (2002)

Lance L. P. Guo, B.A., M.A. (Beijing Normal University), M.A. (Johns Hopkins), Ph.D. (Washington), Assistant Professor of Government and Asian Studies. (2000)

Anne C. J. Hayden, B.A. (Harvard), M.S. (Duke), Visiting Instructor in Environmental Studies. (2002)

Barbara S. Held, A.B. (Douglass), Ph.D. (Nebraska), Barry N. Wish Professor of Psychology and Social Studies. (1979)

Laura Henry, B.A. (Wellesley), M.A., Ph.D. (California–Berkeley), Assistant Professor of Government. (2004)

Anne Henshaw, B.A. (New Hampshire), M.A., Ph.D. (Harvard), Director of the Coastal Studies Center and Adjunct Assistant Professor of Anthropology. (1996)

Anna H. Hepler, B.A. (Oberlin), M.F.A (Wisconsin–Madison), Visiting Assistant Professor of Art. (2003)

Guillermo Herrera, A.B. (Harvard), M.S., M.A., Ph.D. (Washington), Assistant Professor of Economics. (2000)

K. Page Herrlinger, B.A. (Yale). M.A., Ph.D. (California–Berkeley), Assistant Professor of History. (1997)

James A. Higginbotham, B.S., A.M., Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics on the Henry Johnson Professorship Fund. (1994)

Olivia Holmes, B.A. (Yale), M.F.A. (Iowa), Ph.D. (Northwestern), Teaching Associate in Italian. *(On exchange for fall semester.)*

John C. Holt, A.B. (Gustavus Adolphus), A.M. (Graduate Theological Union), Ph.D. (Chicago), Litt.D. (University of Peradeniya), William R. Kenan, Jr., Professor of the Humanities in Religion and Asian Studies. (1978)

Sree Padma Holt, B.A., M.A., Ph.D. (Andhra University), Director of the ISLE Program and Lecturer in Asian Studies. *(Fall semester.)*

Hadley Wilson Horch, B.A. (Swarthmore), Ph.D. (Duke), Assistant Professor of Biology and Neuroscience. *(On leave of absence for the academic year.)* (2001)

Mary Hunter, B.A. (Sussex), M.A., Ph.D. (Cornell), A. LeRoy Greason Professor of Music. (1997)

George S. Isaacson, A.B. (Bowdoin), J.D. (Pennsylvania), Adjunct Lecturer in Education. *(Fall semester.)*

Courtney B. Jackson, B.A. (Colorado), M.A., Ph.D. (Rutgers), Visiting Assistant Professor of Sociology. (2005)

Nancy E. Jennings, B.A. (Macalester), M.S. (Illinois–Urbana-Champaign), Ph.D. (Michigan State), Associate Dean for Academic Affairs and Associate Professor of Education. (1994)

DeWitt John, B.A. (Harvard), M.A., Ph.D. (Chicago), Senior Lecturer in Government and Environmental Studies. (*On leave of absence for the academic year.*) (2000)

Amy S. Johnson, B.A. (California–Los Angeles), Ph.D. (California–Berkeley), James R. and Helen Lee Billingsley Professor of Marine Biology. (1989)

C. Michael Jones, A.B. (Williams), Ph.D. (Yale), Research Associate Professor of Economics. (1987)

Gwyneth Jones, Lecturer in Dance Performance. *(Adjunct.)* (1987)

Susan A. Kaplan, A.B. (Lake Forest), A.M., Ph.D. (Bryn Mawr), Associate Professor of Anthropology and Director of the Peary-MacMillan Arctic Museum and Arctic Studies Center. *(On leave of absence from teaching for the academic year.)* (1985)

Joshua Kempner, B.A. (Oberlin), M.A., Ph.D. (Virginia–Charlottesville), Visiting Assistant Professor of Physics and Astronomy. (2004)

B. Zorina Khan, B.Sc. (University of Surrey), M.A. (McMaster University), Ph.D. (California–Los Angeles), Associate Professor of Economics. (1996)

Ann L. Kibbie, B.A. (Boston), Ph.D. (California–Berkeley), Associate Professor of English. (1989)

Matthew G. Killough, Sc.B. (Brown), Ph.D. (New York University), Assistant Professor of Mathematics. (2000)

Angus S. King, A.B. (Dartmouth), L.L.B. (Virginia), Distinguished Lecturer.

Aaron W. Kitch, B.A. (Yale), M.A. (Colorado–Boulder), Ph.D. (Chicago), Assistant Professor of English. (*On leave of absence for the academic year.*) (2002)

Matthew W. Klingle, B.A. (California–Berkeley), M.A., Ph.D. (Washington), Assistant Professor of History and Environmental Studies. (2001)

Jane E. Knox-Voina, A.B. (Wheaton), A.M. (Michigan State), Ph.D. (Texas–Austin), Professor of Russian. (*On leave of absence for the academic year.*) (1976)

Bruce D. Kohorn, B.A. (Vermont), M.S., Ph.D. (Yale), Professor of Biology and Biochemistry. (*On leave of absence for the spring semester.*) (2001)

Michael Kolster, B.A. (Williams), M.F.A. (Massachusetts College of Art), Assistant Professor of Art. (2000)

Belinda Kong, B.A. (William and Mary), M.A., Ph.D. (Michigan–Ann Arbor), Assistant Professor of Asian Studies and English. (2005)

Jennifer Clarke Kosak, A.B. (Harvard–Radcliffe), Ph.D. (Michigan–Ann Arbor), Associate Professor of Classics. (1999)

Edward P. Laine, A.B. (Wesleyan), Ph.D. (Woods Hole and Massachusetts Institute of Technology), Associate Professor of Geology. (1985)

Henry C. W. Laurence, B.A. (Oxford), Ph.D. (Harvard), Associate Professor of Government and Asian Studies. (1997)

Peter D. Lea, A.B. (Dartmouth), M.S. (Washington), Ph.D. (Colorado–Boulder), Associate Professor of Geology. (*On leave of absence for the academic year.*) (1988)

De-nin Deanna Lee, B.A. (California–Berkeley), M.A. (Williams), Ph.D. (Stanford), Assistant Professor of Art History and Asian Studies. (2003)

Joon-Suk Lee, Diplom (Universität Karlsruhe), M.A. (Michigan–Ann Arbor), Instructor in Economics.* (2005)

Daniel Levine, A.B. (Antioch), A.M., Ph.D. (Northwestern), Thomas Brackett Reed Professor of History and Political Science. (1963)

Adam B. Levy, B.A. (Williams), Ph.D. (Washington), Associate Dean for Academic Affairs for Curriculum and Faculty Development and Associate Professor of Mathematics. (1994)

John Lichter, B.S. (Northern Illinois), Ph.D. (Minnesota), Assistant Professor of Biology and Environmental Studies. (2000)

Nicholas Lin, B.A. (National Chengchi University), M.A. (Michigan State), Visiting Lecturer in Chinese Language. (2005)

Brian R. Linton, B.A. (Allegheny), Ph.D. (Pittsburgh), Assistant Professor of Chemistry. (2000)

Barry A. Logan, B.A. (Cornell), Ph.D. (Colorado), Associate Professor of Biology. (1998)

Janet K. Lohmann, B.A., M.A. (Lehigh), Ph.D. (Massachusetts), Visiting Assistant Professor of Sociology. (2003)

Suzanne B. Lovett, A.B. (Bowdoin), Ph.D. (Stanford), Associate Professor of Psychology. (1990)

Kimberly S. MacDonald, B.A. (Clark), M.S. (Southern Maine), Adjunct Lecturer in Romance Languages. (2005) *(Fall semester.)*

Scott MacEachern, B.A. (Prince Edward Island), M.A., Ph.D. (Calgary), Associate Professor of Anthropology. (1995)

Stephen M. Majercik, A.B. (Harvard), M.F.A., M.B.A (Yale), M.S. (Southern Maine), Ph.D. (Duke), Assistant Professor of Computer Science. (2000)

Julia Major, M.A. (Pacific Lutheran), Ph.D. (Oregon), Visiting Assistant Professor of English. (2005)

Mingus Mapps, B.A. (Reed), Ph.D. (Cornell) Assistant Professor of Africana Studies and Government. *(On leave of absence for the academic year.)* (2003)

Libby Marcus, B.A. (Hampshire), M.A. (Emerson), Adjunct Lecturer in Theater.

Janet M. Martin, A.B. (Marquette), M.A., Ph.D. (Ohio State), Professor of Government. *(On leave of absence for the fall semester.)* (1986)

Jill Massino, B.A. (Wisconsin–Milwaukee), M.A. (Northeastern), M.A. (Indiana), Visiting Instructor in Gender and Women's Studies.* (2005)

Frank Mauceri, B.A., B.M. (Oberlin), M.M., D.M.A. (Illinois–Urbana-Champaign), Director of Jazz Ensembles. *(Adjunct.)* *(On leave of absence for the academic year.)* (2003)

Anne E. McBride, B.S. (Yale), M.Phil. (Cambridge), Ph.D. (Colorado–Boulder), Assistant Professor of Biology and Biochemistry. (2001)

Thomas E. McCabe, Jr., B.S., M.S. (Springfield College), Coach in the Department of Athletics. (1990)

James W. McCalla, B.A., B.M. (Kansas), M.M. (New England Conservatory), Ph.D. (California–Berkeley), Associate Professor of Music. (1985)

Craig A. McEwen, A.B. (Oberlin), A.M., Ph.D. (Harvard), Dean for Academic Affairs and Daniel B. Fayerweather Professor of Political Economy and Sociology. (1975)

Julie L. McGee, A.B. (Bowdoin), M.A., Ph.D. (Bryn Mawr), Visiting Assistant Professor of Art History and Africana Studies. (1996)

Sarah F. McMahon, A.B. (Wellesley), Ph.D. (Brandeis), Associate Professor of History. (*On leave of absence for the spring semester.*) (1982)

Terry Meagher, A.B. (Boston), M.S. (Illinois State), Sidney J. Watson Coach of Men's Ice Hockey. (1983)

Raymond H. Miller, A.B. (Indiana), A.M., Ph.D. (Harvard), Associate Professor of Russian. (1983)

Elena I. Monastireva-Ansdell, B.A. (Piatigorsk State Institute of Foreign Language, Russia), M.A. (Iowa), M.A., Ph.D. (Indiana), Visiting Assistant Professor of Russian. (2005)

Dan J. Moos, A.B. (Brown), M.A. (Utah State), M.A., Ph.D. (SUNY-Buffalo), Visiting Assistant Professor of Africana Studies and English. (2004)

Richard E. Morgan, A.B. (Bowdoin), A.M., Ph.D. (Columbia), William Nelson Cromwell Professor of Constitutional and International Law and Government. (1969)

John Morneau, B.M. (New Hampshire), Director of Concert Band. *(Adjunct.)* (1988)

Sonia Moser, B.A. (Sarah Lawrence), M.F.A. (Columbia), Lecturer in Theater. (2004)

Madeleine E. Msall, B.A. (Oberlin), M.A., Ph.D. (Illinois–Urbana-Champaign), Associate Professor of Physics. (*On leave of absence for the academic year.*) (1994)

James Mullen, B.F.A. (New Hampshire), M.F.A. (Indiana), Assistant Professor of Art. (1999)

Elizabeth Muther, B.A. (Wellesley), Ph.D. (California–Berkeley), Associate Professor of English. (*On leave of absence for the fall semester.*) (1993)

Stephen G. Naculich, B.S. (Case Western Reserve), M.A., Ph.D. (Princeton), Professor of Physics. (1993)

Jeffrey K. Nagle, A.B. (Earlham), Ph.D. (North Carolina), Professor of Chemistry. (1980)

Danton D. Nygaard, B.A. (Wisconsin), Ph.D. (Massachusetts Institute of Technology), Visiting Associate Professor of Chemistry. (2004)

Kathleen A. O'Connor, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director of the Writing Project and Lecturer in Education. (1987)

David S. Page, B.S. (Brown), Ph.D. (Purdue), Charles Weston Pickard Professor of Chemistry and Biochemistry. (1974)

Michael F. Palopoli, B.S., M.S. (Michigan–Ann Arbor), Ph.D. (Chicago), Associate Professor of Biology. (1998)

H. Roy Partridge, Jr., B.A. (Oberlin), M.S.W., M.A., Ph.D. (Michigan), M.Div. (Harvard), Visiting Assistant Professor of Sociology. (1994)

Jane Paterson, B.A. (Northwestern), M.S. (Smith), Coach in the Department of Athletics. (1998)

Jill E. Pearlman, B.A. (Beloit), M.A. (California), Ph.D. (Chicago), Visiting Assistant Professor of Environmental Studies. (1994)

Nicola C. Pearson, B.S. (St. Mary's College, London), Coach in the Department of Athletics. (1996)

Stefanie Pemper, B.A., M.P.E. (Idaho State), Senior Women's Administrator and Coach in the Department of Athletics. (1999)

Stephen G. Perkinson, B.A. (Colgate), M.A., Ph.D. (Northwestern), Assistant Professor of Art History. (*On leave of absence for the academic year.*) (2002)

Eric S. Peterson, B.A. (Gustavus Adolphus), Ph.D. (California–Berkeley), Assistant Professor of Chemistry. (1999)

Carey R. Phillips, B.S. (Oregon State), M.S. (California–Santa Barbara), Ph.D. (Wisconsin–Madison), Professor of Biology. (1985)

Thomas Pietraho, B.A., M.S. (Chicago), Ph.D. (Massachusetts Institute of Technology), Assistant Professor of Mathematics. (*On leave of absence for the academic year.*) (2001)

Irene Polinskaya, B.A. equiv. (St. Petersburg State University), Ph.D. (Stanford), Assistant Professor of Classics. (2000)

Christian P. Potholm II, A.B. (Bowdoin), M.A., M.A.L.D., Ph.D. (Tufts), DeAlva Stanwood Alexander Professor of Government. (1970)

Marney C. Pratt, A.B. (Bowdoin), Ph.D. (Duke), Adjunct Assistant Professor of Biology. (2004)

Elizabeth A. Pritchard, A.B. (Boston College), M.T.S., M.A., Ph.D. (Harvard), Assistant Professor of Religion. (1998)

Samuel P. Putnam, B.S. (Iowa), M.S., Ph.D. (Pennsylvania State), Assistant Professor of Psychology. (2001)

Thomas F. Radulski, B.A, M.P.A. (New Hampshire), Coach in the Department of Athletics. (2001)

Patrick J. Rael, B.A. (Maryland–College Park), M.A., Ph.D. (California–Berkeley), Associate Professor of History. (*On leave of absence for the academic year.*) (1995)

Seth J. Ramus, B.A. (California–Berkeley), M.A., Ph.D. (California–San Diego), Assistant Professor of Psychology and Neuroscience. (*On leave of absence for the academic year.*) (2002)

Dennis C. Rasmussen, B.A. (Michigan State), M.A. (Duke), Visiting Instructor in Government.* (2005)

Anna Rein, M.A. equiv. (University of Pisa), Lecturer in Romance Languages. (2000)

Marilyn Reizbaum, A.B. (Queens College), M.Litt. (Edinburgh), Ph.D. (Wisconsin–Madison), Professor of English. (1984)

Mark J. Rhodes, B.S., M.A. (SUNY–Binghamton), Ph.D. (New Mexico State), Visiting Assistant Professor of Mathematics. (2004)

Nancy E. Riley, B.A. (Pennsylvania), M.P.H., M.A. (Hawai`i), Ph.D. (Johns Hopkins), Professor of Sociology. (1992)

Rosemary A. Roberts, B.A. (University of Reading), M.Sc., Ph.D. (University of Waterloo), Professor of Mathematics. (1984)

Davis R. Robinson, B.A. (Hampshire), M.F.A. (Boston University), Associate Professor of Theater. (*On leave of absence for the spring semester.*) (1999)

Lynn M. Ruddy, B.S. (Wisconsin–Oshkosh), Associate Director of Athletics and Coach in the Department of Athletics. (1976)

Arielle Saiber, B.A. (Hampshire), M.A., Ph.D. (Yale), Assistant Professor of Romance Languages. (*On exchange for the fall semester.*) (1999)

James A. St. Pierre, B.S. (Maine–Orono), M.S. (Wisconsin), Coach in the Department of Athletics. (2001)

Doris A. Santoro Gómez, B.A. (Rochester), Ed.D. (Columbia), Assistant Professor of Education. (2005)

Paul Sarvis, Lecturer in Dance Performance. *(Adjunct.)* (1987)

Natsu Sato, B.A. (Tenri University), M.A. (Indiana), Lecturer in Japanese. (2002)

Jennifer Scanlon, B.S. (SUNY–Oneonta), M.A. (Delaware), M.A., Ph.D. (Binghamton), Associate Professor of Gender and Women's Studies. (2002)

Paul E. Schaffner, A.B. (Oberlin), Ph.D. (Cornell), Associate Professor of Psychology. (1977)

Michael Schiff-Verre, B.S.W. (Southern Maine), Technical Director/Resident Lighting Designer and Adjunct Lecturer in Theater.

Conrad Schneider, B.A. (North Carolina), J.D. (Virginia), Adjunct Lecturer in Environmental Studies. *(Fall semester.)*

Elliott S. Schwartz, A.B., A.M., Ed.D. (Columbia), Robert K. Beckwith Professor of Music Emeritus. (1964)

Scott R. Sehon, B.A. (Harvard), M.A., Ph.D. (Princeton), Professor of Philosophy. (1993)

Vyjayanthi Ratnam Selinger, B.A. (Jawaharlal Nehru University, India), M.A. (Harvard), Instructor in Asian Studies.* (2005)

Leslie C. Shaw, B.A. (Maine–Orono), M.A. (Wyoming–Laramie), Ph.D. (Massachusetts–Amherst), Visiting Assistant Professor of Anthropology. (1998)

Vineet Shende, B.A. (Grinnell), M.A. (Butler), Ph.D. (Cornell), Assistant Professor of Music. (2002)

Lawrence H. Simon, A.B. (Pennsylvania), A.B. (Oxford), M.A./ B.A. (Cambridge), Ph.D. (Boston University), Associate Professor of Philosophy and Environmental Studies. (1987)

Richard Skinner, B.A. (Hamilton), Ph.D. (Virginia), Visiting Assistant Professor of Government. (2004)

Peter Slovenski, A.B. (Dartmouth), A.M. (Stanford), Coach in the Department of Athletics. (1987)

Louisa M. Slowiaczek, B.S. (Massachusetts), Ph.D. (Indiana), Professor of Psychology. (1998)

Kidder Smith, Jr., A.B. (Princeton), Ph.D. (California–Berkeley), Professor of History and Asian Studies. *(On leave of absence for the spring semester.)* (1981)

Howard Solomon, B.A. (Pittsburgh), M.A., Ph.D. (Northwestern), Adjunct Professor of History. *(Fall semester)*

Allen L. Springer, A.B. (Amherst), M.A., M.A.L.D., Ph.D. (Tufts), Professor of Government. (*On leave of absence for the academic year.*) (1976)

Randolph Stakeman, A.B. (Wesleyan), A.M., Ph.D. (Stanford), Associate Professor of History and Africana Studies. (*On leave of absence for the fall semester.*) (1978)

William L. Steinhart, A.B. (Pennsylvania), Ph.D. (Johns Hopkins), Linnean Professor of Biology. (1975)

Elizabeth A. Stemmler, B.S. (Bates), Ph.D. (Indiana), Associate Professor of Chemistry. *(On leave of absence for the fall semester.)* (1988)

Dawn R. Strout, B.S., M.S. (Maine–Orono), Coach in the Department of Athletics. (1997)

Matthew F. Stuart, B.A. (Vermont), M.A., Ph.D. (Cornell), Associate Professor of Philosophy. (1993)

Rachel L. Sturman, B.A. (Chicago), M.A., Ph.D. (California–Davis), Assistant Professor of History and Asian Studies. (2003)

Ryan Sullivan, B.A. (Middlebury), Coach in the Department of Athletics. (2001)

Dale A. Syphers, B.S., M.Sc. (Massachusetts), Ph.D. (Brown), Professor of Physics. (*On leave of absence for the academic year.*) (1986)

Jennifer Taback, B.A. (Yale), M.A., Ph.D. (Chicago), Assistant Professor of Mathematics. (*On leave of absence for the spring semester.*) (2002)

Mohammad Tajdari, B.S, M.S., Ph.D. (Florida State), Visiting Assistant Professor of Mathematics. (2005)

Susan L. Tananbaum, B.A. (Trinity), M.A., M.A., Ph.D. (Brandeis), Associate Professor of History. (1990)

Birgit Tautz, Diplom Germanistik (Leipzig), M.A. (Wisconsin), Ph.D. (Minnesota), Assistant Professor of German. (2002)

Steven H. Theodore, B.A. (Tufts), M.Arch. (Columbia), Adjunct Lecturer in Environmental Studies. *(Spring semester.)*

Wiebke N. Theodore, B.A. (Barnard), M.Arch. (Columbia), Visiting Lecturer in Art. (2005)

Nicole A. Theodosiou, B.A. (Swarthmore), Ph.D. (Yale University School of Medicine), Assistant Research Professor of Biology. (2003)

Hilary Thompson, B.A. (Toronto), M.A., Ph.D. (Michigan), Adjunct Assistant Professor of English. (2005)

Richmond R. Thompson, B.S. (Furman), Ph.D. (Cornell), Associate Professor of Psychology and Neuroscience. (1999)

John E. Todd, B.A., Ph.D. (Yale), Adjunct Assistant Professor of Economics. (2005)

Laura Toma, B.S., M.S. (University of Politechnica Bucuresti), M.S., Ph.D. (Duke), Assistant Professor of Computer Science. (2003)

Karen Topp, B.Sc. (Queen's University, Kingston, Ontario), Ph.D. (Cornell), Visiting Assistant Professor of Physics. (2005)

Allen B. Tucker, Jr., A.B. (Wesleyan), M.S., Ph.D. (Northwestern), Anne T. and Robert M. Bass Professor of Natural Sciences. (1988)

John H. Turner, A.M. (St. Andrews, Scotland), A.M. (Indiana), Ph.D. (Harvard), Professor of Romance Languages. (1971)

David J. Vail, A.B. (Princeton), M.A., Ph.D. (Yale), Adams-Catlin Professor of Economics. (1970)

June A. Vail, A.B. (Connecticut), M.A.L.S. (Wesleyan), Professor of Dance. (1987)

Krista E. Van Vleet, B.S. (Beloit), M.A., Ph.D. (Michigan), Assistant Professor of Anthropology. (1999)

William C. VanderWolk, A.B. (North Carolina), A.M. (Middlebury), Ph.D. (North Carolina), Professor of Romance Languages. (1984)

Roland Vasquez, B.A., M.A. (CUNY), M.A., Ph.D. (Cornell), Director of String Ensembles. (*Adjunct.*)

Dharni Vasudevan, B.S. (Massachusetts Institute of Technology), M.S., Ph.D. (Johns Hopkins), Associate Professor of Chemistry and Environmental Studies. (2003)

Margaret Hanétha Vété-Congolo, B.A., M.A., Ph.D. (Université des Antilles et de la Guyane), Assistant Professor of Romance Languages. (*On leave of absence for the academic year.*) (2001)

Anthony E. Walton, B.A. (Notre Dame), M.F.A. (Brown), Writer-in-Residence. (1995)

James E. Ward, A.B. (Vanderbilt), A.M., Ph.D. (Virginia), Professor of Mathematics. (1968)

Jeffrey H. Ward, A.B. (Dartmouth), M.A. (Columbia), Ashmead White Director of Athletics. (1998)

William C. Watterson, A.B. (Kenyon), Ph.D. (Brown), Edward Little Professor of the English Language and Literature. (1976)

Susan E. Wegner, A.B. (Wisconsin–Madison), A.M., Ph.D. (Bryn Mawr), Associate Professor of Art History. (1980)

Allen Wells, A.B. (SUNY–Binghamton), A.M., Ph.D. (SUNY–Stony Brook), Roger Howell, Jr., Professor of History. (1988)

Tricia Welsch, B.A. (Fordham), M.A., Ph.D. (Virginia), Associate Professor of Film Studies on the Marvin H. Green, Jr. Fund. (1993)

Mark C. Wethli, B.F.A., M.F.A. (Miami), A. LeRoy Greason Professor of Art. (1985)

Eugenia Wheelwright, B.A. (Yale), M.A. (Washington), Visiting Lecturer in Romance Languages. (2005)

Nathaniel T. Wheelwright, B.S. (Yale), Ph.D. (Washington), Professor of Biology. (1986)

Jill M. Wightman, B.A. (Nebraska Wesleyan), M.A. (Kansas), Visiting Instructor in Anthropology.* (2005)

Carol A. Wilson, B.E.D.A., M.Arch. (North Carolina State), Coastal Studies Center Scholar-in-Residence and Adjunct Lecturer in Gender and Women's Studies. *(Fall semester.)*

Michael Wingfield, Director of the World Music Ensemble. *(Adjunct.)*

Jean Yarbrough, A.B. (Cedar Crest College), A.M., Ph.D. (New School for Social Research), Gary M. Pendy, Sr., Professor of Social Sciences. (*On leave of absence for the academic year.*) (1988)

Enrique Yepes, B.A. (Universidad Pontificia Bolivariana), Ph.D. (Rutgers), Associate Professor of Romance Languages. (1996)

Reiko Yoshida, B.A. (Konan University, Kobe, Japan), M.A. (West Chester), Visiting Lecturer in Asian Studies. (2004)

OFFICERS OF INSTRUCTION EMERITI

John W. Ambrose, Jr., A.B., A.M., Ph.D. (Brown), Joseph Edward Merrill Professor of Greek Language and Literature Emeritus. (1966)

Philip Conway Beam, A.B., A.M., Ph.D. (Harvard), Henry Johnson Professor of Art and Archaeology Emeritus. (1936)

Ray Stuart Bicknell, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1962)

Franklin G. Burroughs, Jr., A.B. (University of the South), A.M., Ph.D. (Harvard), Harrison King McCann Professor Emeritus of the English Language. (1968)

Samuel Shipp Butcher, A.B. (Albion), A.M., Ph.D. (Harvard), Professor of Chemistry Emeritus. (1964)

Charles J. Butt, B.S., M.S. (Springfield), Coach in the Department of Athletics Emeritus. (1961)

Robert Hazard Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton), President of the College Emeritus. (1990)

Guy T. Emery, A.B. (Bowdoin), A.M., Ph.D. (Harvard), Professor of Physics Emeritus. (1988)

A. Myrick Freeman III, A.B. (Cornell), A.M., Ph.D. (Washington), William D. Shipman Professor of Economics Emeritus. (1965)

Alfred H. Fuchs, A.B. (Rutgers), A.M. (Ohio), Ph.D. (Ohio State), Professor of Psychology Emeritus. (1962)

Edward S. Gilfillan III, A.B. (Yale), M.Sc., Ph.D. (British Columbia), Adjunct Professor of Chemistry and Lecturer in the Environmental Studies Program Emeritus.

William Davidson Geoghegan, A.B. (Yale), M.Div. (Drew), Ph.D. (Columbia), Professor of Religion Emeritus. (1954)

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D.Litt. (Wesleyan), L.H.D. (Colby), L.H.D. (Bowdoin), L.H.D. (Bates), President of the College and Professor of English Emeritus. (1952)

Charles A. Grobe, Jr., B.S., M.S., Ph.D. (Michigan), Professor of Mathematics Emeritus. (1964)

James L. Hodge, A.B. (Tufts), A.M., Ph.D. (Pennsylvania State), George Taylor Files Professor of Modern Languages and Professor of German Emeritus. (1961)

John L. Howland, A.B. (Bowdoin), Ph.D. (Harvard), Josiah Little Professor of Natural Science and Professor of Biology and Biochemistry Emeritus. (1963)

Charles Ellsworth Huntington, B.A., Ph.D. (Yale), Professor of Biology Emeritus and Director of the Bowdoin Scientific Station at Kent Island Emeritus. (1953)

Arthur M. Hussey II, B.S. (Pennsylvania State), Ph.D. (Illinois), Professor of Geology Emeritus. (1961)

R. Wells Johnson, A.B. (Amherst), M.S., Ph.D. (Massachusetts Institute of Technology), Isaac Henry Wing Professor of Mathematics Emeritus. (1964)

John Michael Karl, A.B., A.M., Ph.D. (Harvard), Associate Professor of History Emeritus. (1968)

Barbara Jeanne Kaster, A.B. (Texas Western), M.Ed. (Texas–El Paso), Ph.D. (Texas–Austin), Harrison King McCann Professor of Communication in the Department of English Emerita. (1973)

Elroy Osborne LaCasce, Jr., A.B. (Bowdoin), A.M. (Harvard), Ph.D. (Brown), Professor of Physics Emeritus. (1947)

Mortimer Ferris LaPointe, B.S. (Trinity), M.A.L.S. (Wesleyan), Coach in the Department of Athletics Emeritus. (1969)

Sally Smith LaPointe, B.S.Ed. (Southern Maine), Coach in the Department of Athletics Emerita. (1973)

James Spencer Lentz, A.B. (Gettysburg), A.M. (Columbia), Coordinator of Physical Education and the Outing Club Emeritus. (1968)

Mike Linkovich, A.B. (Davis and Elkins), Trainer Emeritus in the Department of Athletics. (1954)

Burke O. Long, A.B. (Randolph-Macon), B.D., A.M., Ph.D. (Yale), Kenan Professor of the Humanities Emeritus. (1968)

Larry D. Lutchmansingh, A.B. (McGill), A.M. (Chicago), Ph.D. (Cornell), Associate Professor of Art History Emeritus. (1974)

T. Penny Martin, A.B., A.M. (Middlebury), M.A.T., Ed.D. (Harvard), Associate Professor of Education Emerita. (1988)

O. Jeanne d'Arc Mayo, B.S., M.Ed. (Boston), Physical Therapist and Trainer Emerita in the Department of Athletics. (1978)

John McKee, A.B. (Dartmouth), A.M. (Princeton), Associate Professor of Art Emeritus. (1962)

Robert R. Nunn, A.B. (Rutgers), A.M. (Middlebury), Ph.D. (Columbia), Associate Professor of Romance Languages Emeritus. (1959)

Paul L. Nyhus, A.B. (Augsburg), S.T.B., Ph.D. (Harvard), Frank Andrew Munsey Professor of History Emeritus. (1966)

Clifton C. Olds, A.B. (Dartmouth), A.M., Ph.D. (Pennsylvania), Edith Cleaves Barry Professor of the History and Criticism of Art Emeritus. (1982)

Rosa Pellegrini, Diploma Magistrale (Istituto Magistrale "Imbriani" Avellino), Adjunct Lecturer in Italian Emerita. (1983)

Edward Pols, A.B., A.M., Ph.D. (Harvard), William R. Kenan, Jr., Professor of Philosophy and Humanities Emeritus. (1949)

James Daniel Redwine, Jr., A.B. (Duke), A.M. (Columbia), Ph.D. (Princeton), Edward Little Professor of the English Language and Literature Emeritus. (1963)

Edward Thomas Reid, Coach in the Department of Athletics Emeritus. (1969)

John Cornelius Rensenbrink, A.B. (Calvin), A.M. (Michigan), Ph.D. (Chicago), Professor of Government Emeritus. (1961)

Guenter Herbert Rose, B.S. (Tufts), M.S. (Brown), Ph.D. (California–Los Angeles), Associate Professor of Psychology and Psychobiology Emeritus. (1976)

Daniel W. Rossides, B.A., Ph.D. (Columbia), Professor of Sociology Emeritus. (1968)

Abram Raymond Rutan, A.B. (Bowdoin), M.F.A. (Yale), Director of Theater Emeritus. (1955)

Elliott S. Schwartz, A.B., A.M., Ed.D. (Columbia), Robert K. Beckwith Professor of Music Emeritus. (1964)

C. Thomas Settlemire, B.S., M.S. (Ohio State), Ph.D. (North Carolina State), Professor of Biology and Chemistry Emeritus. (1969)

William Davis Shipman, A.B. (Washington), A.M. (California–Berkeley), Ph.D. (Columbia), Adams-Catlin Professor of Economics Emeritus. (1957)

Melinda Y. Small, B.S., A.M. (St. Lawrence), Ph.D. (Iowa), Professor of Psychology Emerita. (1972)

Philip H. Soule, A.B. (Maine), Coach in the Department of Athletics Emeritus. (1967)

Clifford Ray Thompson, Jr., A.B., A.M., Ph.D. (Harvard), Professor of Romance Languages Emeritus. (1961)

James H. Turner, A.B. (Bowdoin), B.S., M.S., Ph.D. (Massachusetts Institute of Technology), Associate Professor of Physics Emeritus. (1964)

Howard S. Vandersea, A.B. (Bates), M.Ed. (Boston), Coach in the Department of Athletics Emeritus. (1984)

William Bolling Whiteside, A.B. (Amherst), A.M., Ph.D. (Harvard), Frank Munsey Professor of History Emeritus. (1953)

Instructional and Research Staff

Rene L. Bernier, B.S. (Maine), Laboratory Instructor in Chemistry, Laboratory Support Manager, and Manager of Science Center.

Martha B. Black, B.S., M.S. (Massachusetts Institute of Technology), Laboratory Instructor in Chemistry.

John W. Bridge, B.S. (U.S. Air Force Academy), M.S. (Dayton), Laboratory Instructor in Physics.

Pamela J. Bryer, B.S., M.S. (Rensselaer Polytechnic Institute), Laboratory Instructor in Biology and Director of Laboratories.

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Heather Caron, B.S., M.S. (Maine–Orono), Aquatic Ecologist/Chemist.

Nancy Curtis, B.A., M.S. (Maine–Orono), Laboratory Instructor in Biology.

Kenneth A. Dennison, B.A. (Williams), Laboratory Instructor in Physics.

Robert de Levie, M.S., Ph.D. (University of Amsterdam), Visiting Scholar in Chemistry.

Beverly G. DeCoster, B.S. (Dayton), Laboratory Instructor in Chemistry.

Olaf Ellers, B.Sc. (Toronto), Ph.D. (Duke), Research Associate in Biology.

Kate Farnham, B.S., M.S. (Maine), Laboratory Instructor in Biology.

Cathryn K. Field, B.A. (Connecticut), M.S. (Smith), Service Learning Coordinator and Laboratory Instructor in Geology.

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Judith C. Foster, A.B. (Brown), M.Sc. (Rhode Island), Laboratory Instructor in Chemistry and Director of Laboratories.

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César Jorrin Jorrin, Teaching Fellow in Romance Languages — Spanish.

Natalia Karnycheva, Teaching Fellow in Russian.

Thornton C. Kline, A.B. (Dartmouth), M.A. (Chicago), Ph.D. (Stanford), Research Associate in Asian Studies.

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Donald E. Olins, A.B. (Rochester), Ph.D. (Rockefeller University), Visiting Scholar in Biology.

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Agnès Ourseyre, Teaching Fellow in Romance Languages — French.

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Elizabeth Koski Richards, B.A. (Maine–Augusta), M.A., Ph.D. (Southern Maine), Laboratory Instructor in Biology.

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Joanne Urquhart, B.S. (State University of New York), M.S. (Dartmouth), Laboratory Instructor in Geology.

W. Lindsay Whitlow, B.S. (Duke), Ph.D. (Michigan), Research Associate in Biology.

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Scott A. Meiklejohn, B.A. (Colgate), Vice President for Institutional Advancement and Assistant to the President.

Kassie Freeman, B.A., M.S. (Tuskegee), Ph.D. (Emory), Dean for Academic Advancement.

Cynthia P. Wonson, Executive Secretary to the President.

RESIDENTIAL LIFE

Kimberly A. Pacelli, A.B. (Bowdoin), Ed.M. (Harvard), Director.

Julia B. Barnes, A.B. (Bowdoin), Assistant Director of Residential Life.

Lisa L. Rendall, A.S. (Westbrook), Operations Manager.

Ginette Saimprevil, A.B. (Bowdoin), Assistant Director of Residential Life.

Lawson R. Wilson, Jr., B.A. (Bennington), Assistant Director of Residential Life.

SMITH UNION

Allen W. Delong, B.S. (Maine–Orono), M.Ed. (Vermont), Ph.D. (Ohio State), Director of Student Activities and the Smith Union/Assistant Dean of Student Affairs.

Susan Moore Leonard, B.S. (Maine–Orono), M.S. (Northeastern), Associate Director of Student Activities and the Smith Union.

STUDENT AFFAIRS

Craig W. Bradley, A.B. (Dartmouth), M.Sc. (Edinburgh), Dean of Student Affairs.

Joann E. Canning, A.B. (West Virginia Wesleyan), M.S. (Utah), Assistant Dean of Student Affairs and Director of Accommodations for Students with Disabilities.

Timothy W. Foster, A.B. (Dartmouth), M.A. (North Carolina–Chapel Hill), Senior Associate Dean of Student Affairs.

Margaret Hazlett, A.B. (Princeton), M.Ed. (Harvard), Associate Dean of Student Affairs and Dean of First-Year Students.

Stacey Jones, A.B. (Bowdoin), Coordinator of Multicultural Student Programs.

Laura Kim Lee, B.A. (Oberlin), M.A., Ph.D. (California–Los Angeles), Freeman Grant Coordinator/International Student Advisor.

Beth Levesque, Administrative Assistant/Office Manager.

Mary Patricia McMahon, A.B. (Yale), M.Sc. (London School of Economics), Assistant Dean of Student Affairs.

Denise A. Trimmer, B.S. (Kansas State), M.B.A. (Southern New Hampshire), Administrative Assistant to the Dean of Student Affairs.

STUDENT AID

Stephen H. Joyce, B.A. (Williams), Ed.M. (Harvard), Director of Student Aid.

Liz Jacobson-Carroll, A.B. (Mount Holyoke), M.Ed. (Lesley College), Manager of Student Employment.

Gary Weaver, B.A. (Colby College), M.A., M.B.A. (New Hampshire), C.F.P., Associate Director of Student Aid.

STUDENT RECORDS AND INSTITUTIONAL RESEARCH

Christine Brooks Cote, B.A. (University of San Diego), M.A. (California–Riverside), M.A. (Notre Dame), Ed.D. (Western Michigan), Director of Institutional Research and Registrar.

Margaret F. Allen, A.B. (Bowdoin), M.L.I.S. (South Carolina), Assistant Director of Institutional Research.

Julie Bedard, B.S. (Keene State), Associate Registrar.

Joanne Levesque, Associate Registrar.

Elizabeth M. Reilly, B.A., M.A. (Michigan), Research Associate.

THEATER AND DANCE

Michael Schiff-Verre, B.S.W. (Southern Maine), Technical Director/Resident Lighting Director.

TREASURER'S OFFICE

S. Catherine Longley, A.B. (Bowdoin), J.D. (Suffolk), Senior Vice President for Finance and Administration and Treasurer.

Megan A. Hart, B.A. (Middlebury), J.D. (Maine), Assistant to the Treasurer.

Michael C. Moore, B.B.A. (Georgia), Endowment Investment Officer.

UPWARD BOUND

Bridget D. Mullen, B.A., M. Phil. (College of the Atlantic), Director.

Virginia J. Fowles, B.A. (Colby), M.S.W. (Smith), Academic Counselor/Coordinator of Student Services.

Michele Melanson, B.S. (Maine–Orono), M.A. (Lesley College), Academic Counselor/Coordinator of Student Services.

WOMEN'S RESOURCE CENTER

Karin E. Clough, A.B. (Dartmouth), J.D. (Tennessee), Director.

WRITING PROJECT

Kathleen A. O'Connor, A.B. (Dartmouth), A.M., Ph.D. (Virginia), Director.

OFFICERS OF ADMINISTRATION EMERITI

Martha J. Adams, Assistant Director of Alumni Relations Emerita.

Rhoda Zimand Bernstein, A.B. (Middlebury), A.M. (New Mexico), Registrar Emerita.

Kent John Chabotar, B.A. (St. Francis), M.P.A., Ph.D. (Syracuse), Vice President for Finance and Administration and Treasurer Emeritus.

Robert Melvin Cross, A.B. (Bowdoin), A.M. (Harvard), L.H.D. (Bowdoin), Secretary of the College Emeritus.

Myron Whipple Curtis, A.B. (Bowdoin), A.M. (California–Los Angeles), Director of the Computing Center Emeritus.

Margaret Edison Dunlop, A.B. (Wellesley), Associate Director of Admissions Emerita.

Robert H. Edwards, A.B. (Princeton), A.B., A.M. (Cambridge), LL.B. (Harvard), L.H.D. (Bowdoin, Carleton, Colby), President of the College Emeritus.

James Packard Granger, B.S. (Boston University), C.P.A., Controller Emeritus.

Arthur LeRoy Greason, A.B. (Wesleyan), A.M., Ph.D. (Harvard), D.Litt. (Wesleyan), L.H.D. (Colby), L.H.D. (Bowdoin), L.H.D. (Bates), President of the College and Professor of English Emeritus. (1952)

Dianne Molin Gutscher, B.S. (Pratt Institute), C.A. (Academy of Certified Archivists), Associate Curator for Special Collections Emerita.

Orman Hines, Dining Service Purchasing Manager Emeritus.

Helen Buffum Johnson, Registrar Emerita.

Pamalee J. Labbe, Administrative Assistant in the Department of Chemistry Emerita.

John Bright Ladley, B.S. (Pittsburgh), M.L.S. (Carnegie Institute of Technology), Public Services Librarian Emeritus.

Elizabeth Kilbride Littlefield, Administrative Assistant to the Dean for Academic Affairs Emerita.

Betty Mathieson Massé, Assistant to the Treasurer Emerita.

Betty Andrews McNary, Assistant Director of Annual Giving Emerita.

Arthur Monke, A.B. (Gustavus Adolphus), M.S. in L.S. (Columbia), Librarian Emeritus.

Walter Henry Moulton, A.B. (Bowdoin), Director of Student Aid Emeritus.

Ann Semansco Pierson, A.B. (Bowdoin), Director of Programs in Teaching and Coordinator of Volunteer Services Emerita.

Judith Coffin Reindl, Administrative Assistant to the Vice President of Finance and Administration Emerita.

Donna Glee Sciascia, A.B. (Emporia), M.A. in L.S. (Denver), Principal Cataloger Emerita.

Kathryn Drusilla Fielding Stemper, A.B. (Connecticut College), Secretary to the President Emerita.

Harry K. Warren, A.B. (Pennsylvania), Director of the Moulton Union, Director of Career Counseling, and Secretary of the College Emeritus.

Katharine J. Watson, A.B. (Duke), A.M., Ph.D. (Pennsylvania), Director of the Bowdoin College Museum of Art Emerita.

Barbara MacPhee Wyman, Supervisor of the Service Bureau Emerita.

Alice F. Yanok, Administrative Assistant to the Dean of the College Emerita.

Committees of the College

2005-2006 COMMITTEES OF THE TRUSTEES*

Academic Affairs: Nancy Bellhouse May, *Chair*; Michael M. Crow, Michele G. Cyr, Jeff D. Emerson, John A. Gibbons, Jr., Barry Mills, John S. Osterweis, Jane L. Pinchin, Linda H. Roth. D. Ellen Shuman. John J. Studzinski; faculty member to be elected from Curriculum and Educational Policy Committee; Shrinidi Mani '06, Robin D. Trangsrud '06, *alternate*; Craig A. McEwen, *liaison officer.*

Admissions & Financial Aid: Joan Benoit Samuelson, *Chair*; David G. Brown, Gerald C. Chertavian. Laurie A. Hawkes, Dennis J. Hutchinson, John F. McQuillan, Barry Mills. Tamara A. Nikuradse, John S. Osterweis, Scott B. Perper, Steven M. Schwartz, Paula M. Wardynski, John A. Woodcock, Jr.; Susan L. Tananbaum, *faculty;* DeRay Mckesson '07, Daniel L. Herzberg '06. *alternate*; Richard E. Steele, *liaison officer.*

Audit Committee: David G. Brown, *Chair*; William E. Chapman II, Marc B. Garnick, John F. McQuillan, D. Ellen Shuman; S. Catherine Longley and Nigel S. Bearman, *liaison officers.*

Development & College Relations: David P. Wheeler, *Chair*; Deborah Jensen Barker, Laurie A. Hawkes. Dennis J. Hutchinson, William S. Janes, James W. MacAllen, Barry Mills, Jane McKay Morrell, Richard H. Stowe, Alan R. Titus, Robert F. White; Richard E. Morgan, *faculty*; Nancy E. Collins. *alumni;* Dustin D. Brooks '08, Thomas A. McKinley '06, *alternate*: William A. Torrey, *liaison officer.*

Campaign Steering Committee: Deborah Jensen Barker, *Co-chair*, Robert F. White, *Co-chair*: Paul B. Brountas*, David G. Brown, William E. Chapman, Stanley F. Druckenmiller*, Stephen F. Gormley, William S. Janes, Donald R. Kurtz*, James W. MacAllen. Scott B. Perper, Linda H. Roth, Peter M. Small, Frederick G.P. Thorne*, Alan R. Titus. David P. Wheeler, Barry N. Wish*, Donald M. Zuckert*; *Alumni, parents, and student*: Elizabeth B. Michalski, Scott E. Willkomm, Bracebridge H. Young, Nathaniel A. Hyde '07.

Subcommittee on Planned Giving: James W. MacAllen, *Chair;* Marc B. Garnick, Laurie A. Hawkes. Donald R. Kurtz*, Edgar M. Reed; William A. Torrey and Stephen P. Hyde. *liaison officers.*

** *The President of the College is an ex officio member of all standing committees, except the Audit Committee.*

* *Emeritus status.*

Executive: Peter M. Small, *Chair*; David G. Brown, Tracy J. Burlock, Stephen F. Gormley, Gregory E. Kerr, Nancy Bellhouse May, Barry Mills, Geoffrey C. Rusack, Joan Benoit Samuelson, Sheldon M. Stone, David P. Wheeler; subcommittee chairs invited: Michael S. Cary, James W. MacAllen, Lisa A. McElaney. Also invited: Deborah Jensen Barker, Dennis J. Hutchinson, John A. Gibbons, Robert F. White; representatives: Mark W. Bayer, *alumni*; Mary K. Hunter, *faculty*; Bruce M. MacNeil, *parent;* DeRay Mckesson '07; Richard A. Mersereau, *secretary.*

Facilities and Properties: Geoffrey C. Rusack, *Chair*; Marc B. Garnick, Laurie A. Hawkes, William S. Janes, Barry Mills, Jane McKay Morrell, Jane L. Pinchin, Linda H. Roth, Lee D. Rowe, Alan R. Titus; John M. Fitzgerald, *faculty*; William F. Donahoe '08, Alexander P. Linhart '06, *alternate*; S. Catherine Longley, *liaison officer.*

Financial Planning:, Stephen F. Gormley, *Chair*; Deborah Jensen Barker, David G. Brown, William E. Chapman II, Jeff D. Emerson, Robert F. White (*invited*), Marc B. Garnick, John A. Gibbons, Barry Mills, Scott B. Perper, Edgar M. Reed, D. Ellen Shuman, Sheldon M. Stone, Paula M. Wardynski; David J. Vail, *faculty*; Robert J. DiMatteo '07, *alternate* to be named; S. Catherine Longley and Nigel S. Bearman, *liaison officers.*

Investment: Sheldon M. Stone, *Chair*; Stanley F. Druckenmiller*, Stephen F. Gormley, James W. MacAllen, Barry Mills, D. Ellen Shuman, Richard H. Stowe, Frederick G. P. Thorne*, Robert F. White; James E. Ward, *faculty*; Paula Volent, *liaison officer.*

Special Committee on Multicultural Affairs: Lisa A. McElaney, *Chair*; Marijane L. Benner Browne, Gerald C. Chertavian, Michele G. Cyr, Alvin D. Hall, Gregory E. Kerr, Lee D. Rowe; Linda J. Docherty, *faculty*; Meaghan M. Maguire '08, Jannelle E. Richardson '06, *alternate*; Kassie Freeman and Craig W. Bradley, *liaison officers.*

Student Affairs: Gregory E. Kerr, *Chair*; Geoffrey Canada, Michael S. Cary, Lisa A. McElaney, Barry Mills, Tamara A. Nikuradse, Geoffrey C. Rusack, Joan Benoit Samuelson, Steven M. Schwartz, John A. Woodcock, Jr.; Vineet A. Shende, *faculty*; Bruce M. MacNeil, *parent*; Carolyn T. Chu '07. Jordan L. Fliegel '08, *alternate*; Craig W. Bradley, *liaison officer.*

Committee on Trustees: Tracy J. Burlock, *Chair*; Deborah Jensen Barker, Marijane Benner Browne, Michael S. Cary, William E. Chapman II, Barry Mills, David P. Wheeler, Robert F. White; Richard A. Mersereau and William A. Torrey, *liaison officers.*

Subcommittee on Honors: Michael S. Cary, *Chair*; Tracy J. Burlock, Alvin D. Hall, Nancy Bellhouse May, Barry Mills, John J. Studzinski; Patsy S. Dickinson, *faculty*; Scott A. Meiklejohn, Amy Minton, and John Cross, *liaison officers.*

Additional Service:

Museum of Art Executive Advisory Council: David P. Becker*, Michele G. Cyr, Jane L. Pinchin, Alvin D. Hall, Linda H. Roth, Donald M. Zuckert.

Information Technology Advisory Committee: John A. Gibbons, *Chair*, Michael M. Crow, Jeff D. Emerson, John F. McQuillan; Eric L. Chown, *faculty*; Mitchel W. Davis, *Staff Liaison*

Trustee Liaisons to the Young Alumni Leadership Program (YALP): Joan Benoit Samuelson.

Staff Liaison to the Trustees: Richard A. Mersereau

Secretary: Anne W. Springer; **Assistant Secretary:** David R. Treadwell

College Counsel: Peter B. Webster

EMERITI

David P. Becker. *Museum of Art Executive Advisory Council;* Paul P. Brountas, *Campaign Steering*; Stanley F. Druckenmiller, *Campaign Steering Honorary Chair, Investment;* Donald R. Kurtz *Campaign Steering, Subcommittee on Planned Giving;* Frederick G. P. Thorne. *Campaign Steering Honorary Chair, Investment*; Barry N. Wish, *Campaign Steering*: Donald M. Zuckert. *Campaign Steering.*

ALUMNI COUNCIL REPRESENTATIVES

Nancy E. Collins, *Development & College Relations;* Mark W. Bayer. *Executive Committee;* Mark W. Bayer and Nancy E. Collins, *Board of Trustees.*

PARENT REPRESENTATIVE

Bruce M. MacNeil. P'00. '04. *Executive, Student Affairs, Board of Trustees*

FACULTY REPRESENTATIVES

Academic Affairs: Faculty to be elected from Curriculum and Educational Policy Committee: *Admissions & Financial Aid*: Susan L. Tananbaum; *Development & College Relations:* Richard E. Morgan; *Executive Committee*: Mary K. Hunter; *Facilities & Properties:* John M. Fitzgerald: *Financial Planning*: David J. Vail; *Investment:* James E. Ward; *Student Affairs:* Vineet A. Shende: *Subcommittee on Multicultural Affairs*: Linda J. Docherty: *Subcommittee on Honors*: Patsy S. Dickinson; *Board of Trustees*: Mary K. Hunter and Matthew W. Klingle

STUDENT REPRESENTATIVES

Academic Affairs: Shrinidi Mani '06, Robin D. Trangsrud '06 *(alternate)*; *Admissions and Financial Aid*: DeRay Mckesson '07, Daniel L. Herzberg '06 *(alternate)*; *Development & College Relations*: Dustin D. Brooks '08, Thomas A. McKinley '06 *(alternate)*; *Executive Committee*: DeRay Mckesson '07; *Facilities and Properties*: William F. Donahoe '08, Alexander P. Linhart '06 *(alternate)*; *Financial Planning*: Robert J. DiMatteo '07, alternate to be appointed; *Student Affairs*: Carolyn T. Chu '07, Jordan L. Fliegel '08; *Subcommittee on Multicultural Affairs*: Meaghan M. Maguire '08, Jannelle E. Richardson '06 *(alternate)*: *Board of Trustees*: DeRay Mckesson '07, Dustin D. Brooks '08

FACULTY COMMITTEES FOR 2005-06

Denis J. Corish, Faculty Parliamentarian
Henry Laurence, Faculty Moderator
Barbara S. Held, Clerk of the Faculty (fall)
Scott R. Sehon, Clerk of the Faculty (spring)

FACULTY COMMITTEES

[Note: Numbers in parentheses indicate the year in which the current term on an elected committee ends.]

Appeals (Reappointment, Promotion and Tenure)

Helen L. Cafferty (06), Linda J. Docherty (06), Anne E. McBride (07), Elizabeth A. Pritchard (07), Susan L. Tananbaum (07), and William C. VanderWolk (06).

Appointments, Promotion and Tenure

The Dean for Academic Affairs, Peter M. Coviello (07), Deborah S. DeGraff (06), Louisa A. Slowiaczek (08), June A. Vail (07), and Nathaniel T. Wheelwright (08).

Governance

William C. VanderWolk (07), Chair; Mary K. Hunter (08), Matthew W. Klingle (07), Henry Laurence (08), and Krista E. Van Vleet (06).

APPOINTED FACULTY COMMITTEES

Administrative

The President, *Chair*; the Dean of Student Affairs, the Associate/Assistant Dean of Student Affairs, Denis J. Corish, Gregory P. DeCoster, Robert K. Greenlee, and Elizabeth A. Pritchard. Undergraduates: Daniel W. Chaput '06, DeRay Mckesson '07 and Madeleine E. Pott '06 (alternate).

Admissions and Financial Aid

Susan L. Tananbaum, *Chair*; the Dean of Admissions, the Dean of Student Affairs, the Director of Student Aid, Joe Bandy, James J. Mullen, and Samuel P. Putnam. Undergraduates: DeRay Mckesson '07 and Daniel L. Herzberg '06.

Curriculum and Educational Policy

The Dean for Academic Affairs, *Chair*; the President, William Barker, Susan E. Bell, Laura A. Henry, Nancy E. Riley, Matthew Stuart, Birgit Tautz, and Dharni Vasudevan. Undergraduates: Shrinidi Mani '06, Robin D. Trangsrud '06 and Joshua A. Cippel '08 (alternate).

Curriculum Implementation Committee

Adam B. Levy, *Chair;* Susan E. Bell, Elena Cueto-Asín, Guillermo E. Herrera, and Brian R. Linton.

Faculty Affairs Committee

Michael F. Palopoli, *Chair*; the Dean for Academic Affairs, Aviva J. Briefel, Jorunn J. Buckley, Zorina Khan, and Rosemary A. Roberts.

Faculty Resources

Richmond R. Thompson, *Chair*; the Associate Dean for Academic Affairs, Lance L. P. Guo, Davis R. Robinson *(fall),* Jennifer R. Scanlon, Lawrence H. Simon and Elizabeth A. Stemmler *(spring).* Alternate: Rachel L. Sturman.

Fellowships and Scholarships

Tricia Welsch, *Chair*; Barbara Weiden Boyd, Page Herrlinger, David S. Page, Arielle Saiber *(spring),* Jennifer Taback *(fall),* and Laura I. Toma; an Assistant Dean of Student Affairs, and one staff member to be appointed. *Ex officio*: Director of the Career Planning Center.

First-Year Seminar Committee

Pamela Ballinger. *Chair*; Celeste Goodridge, Jennifer B. Clarke Kosak, and De-nin D. Lee.

Lectures and Concerts

Paul E. Schaffner. *Chair*; the Director of Student Activities, Thomas D. Conlan, Robert K. Greenlee, Daniel Levine, and William C. Watterson. *Ex officio*: the Dean of Student Affairs. Undergraduates: Steven E. Bartus '08 and Kate L. Lebeaux '08.

Library

Sarah F. McMahon *(fall)* and James Higginbotham *(spring), Chair*; the College Librarian, Steven R. Cerf, John Lichter, and Elizabeth Muther *(spring).* Undergraduates: Raymond J. Carta '08 and Marissa A. Fabiano '08.

Off-Campus Study

Shuqin Cui, *Chair*; the Director of Off-Campus Study, Scott MacEachern, Susan E. Wegner, and Enrique Yepes. Undergraduates: Marjorie L. Dorkey '06 and Katerina S. Papacosma '08.

Recording

James W. McCalla, *Chair*; the Dean of Student Affairs, Senior Associate Dean of Student Affairs, Registrar, Associate Registrar, Helen L. Cafferty, Bruce D. Kohorn *(fall),* Barry A. Logan *(spring),* and Stephen M. Majercik. Undergraduates: John F. Convery IV '06, Dalvin S. Estrada '06, and Kristen van der Veen '07 *(alternate).*

Research Oversight

Christian P. Potholm, *Chair*; the Dean for Academic Affairs, Patsy S. Dickinson, Carey R. Phillips, Paul E. Schaffner, Herbert Paris, and Ray S. Youmans, D.V.M.

Student Affairs

The Dean of Student Affairs, *Chair*; the Senior Associate Dean of Student Affairs, the Director of Student Activities, the Director of Athletics, an Assistant Director of Athletics, Anne E. McBride, Raymond H. Miller, Carey R. Phillips, and Vineet Shende. Undergraduates: Carolyn T. Chu '07, Alexander Cornell du Houx '06, Jordan L. Fliegel '08, and Ruth Morrison '07.

Student Awards

Edward P. Laine, *Chair*; Songren Cui, Pamela M. Fletcher *(spring)*, Julie L. McGee *(fall)* and Richard E. Morgan.

Teaching

David Collings, *Chair*; the Associate Dean for Academic Affairs, the Director of the Baldwin Center for Learning and Teaching, Sherrie S. Bergman, Charles Dorn, Stefanie L. Pemper, Eric S. Peterson, and Elizabeth A. Pritchard. Undergraduates: Michael T. Aikins '08 and Perrin M. Wheeler '07 *(alternate)*.

INTERDISCIPLINARY STUDIES PROGRAM COMMITTEES

Africana Studies

Randolph Stakeman, *Chair*; the Dean for Academic Advancement, Daniel Levine, Scott MacEachern, James W. McCalla, Julie L. McGee, Daniel J. Moos, and Elizabeth Muther *(spring)*. Undergraduates: all student majors.

Asian Studies

Thomas D. Conlan, *Chair*; Shuqin Cui, Songren Cui, Sara A. Dickey, Lance L. P. Guo, John C. Holt, Henry C.W. Laurence, De-nin D. Lee, Belinda Kong, Natsu Sato, Vyjayanthi Ratnam Selinger, Kidder Smith, Jr. *(fall)*, Rachel Sturman. Undergraduate: one to be appointed.

Biochemistry

David S. Page, *Chair*; Bruce D. Kohorn, Brian Linton, Barry A. Logan, Anne E. McBride, and Eric S. Peterson.

Coastal Studies

Anne S. Henshaw, *Chair*; Guillermo E. Herrera, Amy S. Johnson, Susan A. Kaplan, Michael Kolster *(spring)*, Edward P. Laine, John Lichter, Sarah F. McMahon *(fall)*, and James J. Mullen.

Environmental Studies

Lawrence H. Simon, *Chair*; Joe Bandy, Mark O. Battle, Connie Y. Chiang, Thomas Cornell, Guillermo E. Herrera, Amy S. Johnson, Matthew W. Klingle, Michael J. Kolster, John Lichter, Jill E. Pearlman, David J. Vail, Dharni Vasudevan, and Nathaniel T. Wheelwright.

Gay and Lesbian Studies

Peter M. Coviello, *Chair*; Susan E. Bell, Aviva J. Briefel, and David Collings. Undergraduates: two to be apppointed.

Gender and Women's Studies

Jennifer R. Scanlon, Chair; Charlotte Daniels, Jennifer Clarke Kosak, Jill Massino, Anne E. McBride, Sarah McMahon *(fall)*, Rachel L. Sturman and Dharni Vasudevan. Anne Clifford *(ex officio)*. Undergraduates: Fariha Mahmud '06 and Aubrey Sharman '06.

Latin American Studies

Enrique Yepes, *Chair*; Joe Bandy, Elena Cueto-Asín, Gustavo Faverón-Patriau, Leslie C. Shaw, John H. Turner, Krista E. Van Vleet, Susan E. Wegner, Allen Wells, Eugenia S. Wheelwright, and Nathaniel T. Wheelwright.

Neuroscience

Patsy S. Dickinson, *Chair*; Hadley W. Horch, Amy S. Johnson, Suzanne B. Lovett, and Richmond R. Thompson.

GENERAL COLLEGE COMMITTEES

Academic Computing

Jonathan P. Goldstein, *Chair*; Eric L. Chown, Mary Agnes Edsall, and Jeffrey K. Nagle. Undergraduate: the Chair of the Student Computing Committee (Alec W. Berryman '07). *Ex officio:* The Chief Information Officer, the College Librarian, the Executive Director of Consulting and Support.

Athletic Review

Richard D. Broene

Benefits Advisory

The Senior Vice President for Finance and Administration and Treasurer, *Chair*; Director of Human Resources, Assistant Director of Human Resources, Rachel J. Beane, Amy L. Donahue (07), Sara B. Eddy (06), John C. Holt, Colleen T. McKenna (07), and Joseph M. Whispell (07).

Bias Incident Group

The President, *Chair*; the Dean of Student Affairs, an Assistant Dean of Student Affairs, the Director of Safety and Security, the Director of the Counseling Service, the Vice President for Communications and Public Affairs, the Assistant to the President, Sara A. Dickey, James J. Mullen, and H. Roy Partridge. Undergraduates: Matthew R. Neidlinger '06 and Ellen B. Powers '06.

Bowdoin Administrative Staff Steering Committee

Peter J. Wagner (07), *Chair*; Megan A. Hart (06), Juli Haugen (08), Sue O'Dell (08), Leanne N. Pander (06), Lester Prue (07) and Jeff Tuttle (06). *Ex officio*: Tamara D. Spoerri and the Assistant to the President.

Campus Safety

The Manager of Environmental Health and Safety, *Chair*; Cindy Bessmer, Courtney B. Brecht, Timothy M. Carr, Dan P. Davies, Jan Day, Michele Gaillard, Philip M. Hamilton, Kate Leach, Dodie Martinson, Judith R. Montgomery, Charles E. Osolin (07), Deborah A. Puhl, Zoe I. Rote, and Dawn M. Toth.

Chemical Hygiene

The Director of the Chemistry Laboratories (J. Foster), *Chair*; the Manager of Environmental Health and Safety (M. Fisher), the Director of Facilities Operations (C. Hammond), Science Center Manager (R. Bernier), the Director of Biology Laboratories (P. Bryer), the Environmental Studies Program Director (D. John), Michael J. Kolster (Art), David Maschino. Karen A. Topp (Physics), Joanne Urquhart (Geology), and Dharni Vasudevan.

Environmental Action Team

Mark J. Fisher, *Chair*; the Director of Security, Rene L. Bernier, Courtney B. Brecht, Corey J. Hammond, Charles E. Osolin (07), Keisha Payson, and Delwin C. Wilson.

Financial Priorities

The Treasurer, *Chair*; the Dean for Academic Affairs, the Dean of Student Affairs, the Senior Vice President for Planning and Administration and Chief Development Officer, Suzanne B. Lovett, Judith R. Montgomery (06), David J. Vail, James E. Ward, and Julia C. White (07). Undergraduates: Robert J. DiMatteo '07 and one alternate to be appointed.

The Grievance Committee for Student Complaints of Sex Discrimination or Discrimination on the Basis of Physical or Mental Handicap

The Dean for Academic Affairs, *Chair*; Songren Cui, Amy S. Johnson, Daniel Levine, Janet M. Martin (spring), and Davis R. Robinson (fall). Undergraduates: Emily M. Coffin '08. Katie Riendeau '07, Jacob S. Sack '08 and Michael D. Taylor '07.

Honor Code/J-Board

Richard D. Broene, Matthew G. Killough, Stephen G. Naculich, and John H. Turner.

Museum of Art Executive Advisory Council

Director of the Museum of Art, *Chair*; the Dean for Academic Affairs, the Director of the Art History Program, the Director of the Visual Arts Program, Susan E. Bell, James Higginbotham, David P. Becker, Alvin D. Hall, halley k. harrisburg, Linda H. Roth, and Donald M. Zuckert. Undergraduates: Sean M. Sullivan '08 and Ingrid M. Anid '08 *(alternate)*.

Oversight Committee on Multicultural Affairs

Linda J. Docherty, *Chair*; the Treasurer, *Vice Chair*; the Dean for Academic Affairs, the Dean for Academic Advancement, the Dean of Student Affairs, Dominica Lord-Wood (07), Kidder Smith, Jr. *(fall)*, Randolph Stakeman *(spring)*, Allen Wells, and Victoria B. Wilson (06). Undergraduates: Meaghan M. Maguire '08 and Jannelle E. Richardson '06 *(alternate)*.

Oversight Committee on the Status of Women

Faculty: Sara A. Dickey.*Chair*; Charlotte Daniels and Irene Polinskaya. Administrative Staff: Michele Gaillard (07) and Mary Pat McMahon (06). Support Staff: Sharon J. King (07) and Kate Rutledge (06). Undergraduates: Eleanor C. Connolly '08 and Alana M. Wooley '06. *Ex officio*: The Director of the Women's Resource Center and the Director of Human Resources.

Professional Development Committee

Tamara D. Spoerri, *Coordinator*; Ann M. Barbay (06), Michael W. Brown (06), Sue Davies (06), Carol A. Juchnik (07), Richard A. Mersereau, Kimberly A. Pacelli (07), and James Westhoff (06).

Radiation Safety

William L. Steinhart, *Chair*; the Manager of Environmental Health and Safety, Edward P. Laine, Anne E. McBride, Stephen G. Naculich, David S. Page and Michael F. Palopoli. Staff: Judith Foster (Chemistry).

Sexual Misconduct Board

John H. Turner, *Chair*; Jennifer Clarke Kosak, and designate of the Dean of Student Affairs. Administrative Staff: Pauline M. Farr (06) and Jaret S. Reblin (07). Support Staff: Rosemary Armstrong (07) and Charles E. Osolin (06). Undergraduates: Shrinkala Karmacharya '06, David T. Ng '06 and Sarah D. Schoen '07 *(alternate)*.

Support Staff Advocacy Committee

Lynne P. Atkinson (07) and Sarita Benoit (06), *Co-Chairs*; Joanne T. Adams (06), Jody Griffin (07), Doris Ouellette (07), Benjamin R. Shissler (07), Bridget B. Spaeth (06), James C. Walton, and Jo Warner (07). *Ex officio*: Tamara D. Spoerri.

Workplace Advisors

John D. Cullen, Leanne N. Pander, Donna M. Trout, Joseph M. Whispell, and Doris White.

TRUSTEE COMMITTEES

Trustees: Mary K. Hunter and Matthew W. Klingle. Undergraduates: Dustin D. Brooks '08 and DeRay Mckesson '07. Alumni Council: Mark W. Bayer '79 and Nancy E. Collins '76. Parents Executive Committee: Bruce M. MacNeil P'00, P'04.

Academic Affairs: Faculty member to be elected from Curriculum and Educational Policy Committee. Undergraduates: Shrinidi Mani '06 and Robin D. Trangsrud '06 *(alternate)*.

Admissions and Financial Aid: Susan L. Tananbaum. Undergraduates: DeRay Mckesson '07 and Daniel L. Herzberg '06 *(alternate)*.

Development and College Relations: Richard E. Morgan. Alumni Council: Nancy E. Collins '76. Undergraduates: Dustin D. Brooks '08 and Thomas A. McKinley '06 *(alternate)*.

Executive: Mary K. Hunter. Alumni Council: Mark W. Bayer '79. Undergraduate: DeRay Mckesson '07. Parents Executive Committee: Bruce M. MacNeil P'00, P'04.

Facilities and Properties: John M. Fitzgerald. Undergraduates: William F. Donahoe '08 and Alexander P. Linhart '06 *(alternate)*.

Financial Planning: David J. Vail. Undergraduates: Robert J. DiMatteo '07 and one alternate to be appointed.

Information Technology Advisory Committee: Eric L. Chown.

Investment: James E. Ward.

Special Committee on Multicultural Affairs: Linda J. Docherty. Undergraduates: Meaghan M. Maguire '08 and Jannelle E. Richardson '06 *(alternate)*.

Student Affairs: Vineet A. Shende. Undergraduates: Carolyn T. Chu '07 and Jordan L. Fliegel '08 *(alternate)*. Parents Executive Committee: Bruce M. MacNeil P'00, P'04.

Subcommittee on Honors (subcommittee of the Committee on Trustees): Patsy S. Dickinson.

Bowdoin College Alumni Council

2005–2006

Mark W. Bayer, A.B. (Bowdoin), J.D. (Columbia). President. Term expires 2006.

Nancy E. Collins, A.B. (Bowdoin). President-elect. Term expires 2008.

Adrian L. Asherman, A.B. (Bowdoin). Term expires 2009.

Mary Kate Devaney Barnes, A.B. (Bowdoin), M.B.A. (Northwestern). Term expires 2007.

Gail A. Berson, A.B. (Bowdoin), M.A. (Emerson). Term expires 2006.

Lawrence C. Bickford, A.B. (Bowdoin), Term expires 2006.

Roswell M. Bond, A.B. (Bowdoin), Term expires 2008.

Richard E. Burns, A.B. (Bowdoin), L.L.B. (New York University). Term expires 2007.

Michele L. Cobb, A.B. (Bowdoin), M.A. (Wisconsin-Madison). Term expires 2007.

Andrew C. Cowen, A.B. (Bowdoin), M.B.A. (Pennsylvania). Term expires 2009.

Frederic Dalldorf, A.B. (Bowdoin), M.D. (Cornell). Term expires 2006.

Margarita Z. David, A.B. (Bowdoin), M.A. (Columbia). Term expires 2007.

Megan F. Delage, A.B. (Bowdoin). Term expires 2007.

W. Keith Engel, A.B. (Bowdoin), M.D. (McGill). Term expires 2009.

John W. Goldkrand, A.B. (Bowdoin). M.D. (Tufts). Term expires 2008.

Brett A. Hodess, A.B. (Bowdoin), B.S. (Columbia), M.B.A. (California-Berkeley). Term expires 2008.

B. Anne Hoehn, A.B. (Bowdoin). Term expires 2009.

Ann Hambleton Kenyon, A.B. (Bowdoin). Term expires 2006.

Sarah Thorp Khetani, A.B. (Bowdoin), M.B.A., M.Ed. (Harvard). Term expires 2007.

Katherine S. LaPine, A.B. (Bowdoin), M.B.A. (Boston University). Term expires 2006.

Megan E. Lim, A.B. (Bowdoin). Term expires 2009.

Peter A. Lyle, A.B. (Bowdoin). J.D. (Boston College). Term expires 2006.

Sean M. Marsh, A.B. (Bowdoin). Term expires 2008.

Kerry A. McDonald, A.B. (Bowdoin), M.Ed. (Harvard). Term expires 2007.

Elizabeth Butterworth Michalski, A.B. (Bowdoin). Term expires 2006.

David A. Morales, A.B. (Bowdoin). Term expires 2006.

Jennifer Dunn Page, A.B. (Bowdoin). Term expires 2006.

Abigail Marr Psyhogeos, A.B. (Bowdoin). Term expires 2008.

John F. Reilly, A.B. (Bowdoin), M.S. (Johns Hopkins). Term expires 2008.

Michelle A. Ryan, A.B. (Bowdoin). Term expires 2008.

Wayne C. Sanford, A.B. (Bowdoin), M.S. (Illinois-Urbana). Term expires 2007.

Staci Williams Seeley, A.B. (Bowdoin), M.A.T. (Brown). Term expires 2009.

Steven R. Siegel, A.B. (Bowdoin), J.D. (New York University). Term expires 2009.

Daniel B. Spears, A.B. (Bowdoin). Term expires 2007.

Harvey B. Stephens, A.B. (Bowdoin), J.D. (Chicago). Term expires 2007.

Calif X. Tran, A.B. (Bowdoin). Term expires 2008.

Andrew C. Wheeler, A.B. (Bowdoin). Term expires 2009.

Staff Representatives:

Eric F. Foushee, A.B. (Bowdoin), A.M. (Southern Methodist), Director of Annual Giving.

William A. Torrey, A.B., M.S.Ed. (Bucknell), Senior Vice President for Planning and Administration and Chief Development Officer.

Faculty Representative: Linda J. Docherty, A.B. (Cornell), A.M. (Chicago), Ph.D. (North Carolina), Associate Professor of Art History. Term expires in 2007.

Student Representatives: Danny Le '06, Daryl C. McLean '07, and Taylor C. White '07.

APPENDIX I

Prizes and Distinctions

Awards listed in the Catalogue are endowed prizes and distinctions or, in a few cases, annually funded departmental or academic program awards. In addition, there are numerous fellowships, national awards, and prizes from other organizations that are given annually or frequently to students who meet the criteria for distinction. Each year, awards received are listed in the Commencement Program, the Sarah and James Bowdoin Day Program, and the Honors Day Program.

THE BOWDOIN PRIZE: This fund was established as a memorial to William John Curtis 1875, LL.D. '13, by his wife and children. The prize, four-fifths of the total income not to exceed $10,000, is to be awarded "once in each five years to the graduate or former member of the College, or member of its faculty at the time of the award, who shall have made during the period the most distinctive contribution in any field of human endeavor. The prize shall only be awarded to one who shall, in the judgment of the committee of award, be recognized as having won national and not merely local distinction, or who, in the judgment of the committee, is fairly entitled to be so recognized." (1928)

The first award was made in 1933 and the most recent in 2005. The recipients in 1990 were Professors Dana W. Mayo and Samuel S. Butcher. The award was presented in 1995 to Senator George J. Mitchell '54, and in 2000 to former Secretary of Defense William S. Cohen '62. In May 2005, the Bowdoin Prize was presented to Thomas R. Pickering, who holds the personal rank of career ambassador, the highest designation in the U.S. Foreign Service, and who served as U.S. ambassador and representative to the United Nations from 1989 to 1992.

THE PRESERVATION OF FREEDOM FUND: Gordon S. Hargraves '19 established this fund to stimulate understanding and appreciation of the rights and freedoms of the individual, guaranteed under the Constitution of the United States. The prize is to be awarded to a student, member of the faculty, or group of Bowdoin alumni making an outstanding contribution to the understanding and advancement of human freedoms and the duty of the individual to protect and strengthen these freedoms at all times. (1988)

The first award was made in 1988 to William B. Whiteside, Frank Munsey Professor of History Emeritus. The most recent recipient of the award, in 2003, was Christopher R. Hill '74, Assistant United States Secretary of State for East Asian and Pacific Affairs, former Ambassador to the Republic of Korea, Poland, and Macedonia; former director for Southeast European Affairs at the National Security Council; special envoy for the Kosovo crisis; and distinguished career diplomat and peace negotiator.

THE COMMON GOOD AWARD: Established on the occasion of the Bicentennial, the Common Good Award honors those alumni who have demonstrated an extraordinary, profound, and sustained commitment to the common good, in the interest of society, with conspicuous disregard for personal gain in wealth or status. Seven Common Good Awards were presented during the bicentennial year and one or two awards are presented each year at Reunion Convocation.

PRIZES IN GENERAL SCHOLARSHIP

Abraxas Award: An engraved pewter plate is awarded to the school sending two or more graduates to the College, whose representatives maintain the highest standing during their first year. This award was established by the Abraxas Society. (1915)

Sarah and James Bowdoin Scholars Dean's List): Sarah and James Bowdoin Day accords recognition to undergraduates who have distinguished themselves in scholarship. Originally named in honor of the earliest patron of the College, James Bowdoin III, and instituted in 1941, the day now also honors James Bowdoin's wife, Sarah Bowdoin Dearborn, for her interest in and contributions to the College. The exercises consist of the announcement of awards, the presentation of books, a response by an undergraduate, and an address.

The Sarah and James Bowdoin scholarships, carrying no stipend, are awarded in the fall on the basis of work completed the previous academic year. The award is given to the twenty percent of all eligible students with the highest grade point average (GPA). Eligible students are those who completed the equivalent of eight full-credit Bowdoin courses during the academic year, six credits of which were graded and seven credits of which were graded or non-elective Credit/D/Fail. In other words, among the eight required full-credit courses or the equivalent, a maximum of two credits may be taken Credit/D/Fail, but only one credit may be for a course(s) the student chose to take Credit/D/Fail. Grades for courses taken in excess of eight credits are included in the GPA. For further information on the College's method for computing GPA, consult the section on General Honors on page 33.

A book, bearing a replica of the early College bookplate serving to distinguish the James Bowdoin Collection in the library, is presented to every Sarah and James Bowdoin scholar who earned a GPA of 4.00.

Brooks-Nixon Prize Fund: The annual income of a fund established by Percy Willis Brooks 1890 and Mary Marshall Brooks is awarded each year as a prize to the best Bowdoin candidate for selection as a Rhodes scholar. (1975)

Dorothy Haythorn Collins Award: This award, given by Dorothy Haythorn Collins and her family to the Society of Bowdoin Women, is used to honor a student "who has achieved academic and general excellence in his or her chosen major" at the end of the junior year. Each year the society selects a department from the sciences, social studies, and/or humanities. The selected departments choose a student to honor by purchasing books and placing them with a nameplate in the department library. The students also receive a book and certificate of merit. (1985)

Almon Goodwin Phi Beta Kappa Prize Fund: This fund was established by Mrs. Maud Wilder Goodwin in memory of her husband, Almon Goodwin 1862. The annual income is awarded to a member of Phi Beta Kappa chosen by vote of the Board of Trustees of the College at the end of the recipient's junior year. (1906)

George Wood McArthur Prize: This fund was bequeathed by Almira L. McArthur, of Saco, in memory of her husband, George Wood McArthur 1893. The annual income is awarded as a prize to that member of the graduating class who, coming to Bowdoin as the recipient of a prematriculation scholarship, shall have attained the highest academic standing among such recipients within the class. (1950)

Phi Beta Kappa: The Phi Beta Kappa Society, national honorary fraternity for the recognition and promotion of scholarship, was founded at the College of William and Mary in 1776. The Bowdoin chapter (Alpha of Maine), the sixth in order of establishment, was founded in 1825. Election is based primarily on scholarly achievement, and consideration is given to the student's entire college record. Students who have studied away are expected to have a total academic record, as well as a Bowdoin record, that meets the standards for election. Nominations are made three times a year, usually in September, February, and May. The total number of students selected in any year does not normally exceed ten percent of the number graduating in May. Students elected to Phi Beta Kappa are expected to be persons of integrity and good moral character. Candidates must have completed at least twenty-four semester courses of college work, including at least sixteen courses at Bowdoin.

Leonard A. Pierce Memorial Prize: This prize, established by friends and associates of Leonard A. Pierce '05, A.M. H'30, LL.D. '55, is awarded annually to that member of the graduating class who is continuing his or her education in an accredited law school and who attained the highest scholastic average during his or her years in college. It is paid to the recipient upon enrollment in law school. (1960)

COMMENCEMENT PRIZES

DeAlva Stanwood Alexander Prize: Established by DeAlva Stanwood Alexander 1870, A.M. 1873, LL.D. '07, this fund furnishes two prizes for excellence in select declamation. (1906)

Class of 1868 Prize: Contributed by the Class of 1868, this prize is awarded for a written and spoken oration by a member of the senior class. (1868)

Goodwin Commencement Prize: Established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, the prize is awarded for a written or oral presentation at Commencement. (1882)

DEPARTMENTAL PRIZES

Africana Studies

Lennox Foundation Book Prize: This fund was established by the Lennox Foundation and Jeffrey C. Norris '86. An appropriate book is awarded to a student graduating in Africana Studies. (1990)

Art History and Visual Arts

Anne Bartlett Lewis Memorial Fund: This fund was established by Anne Bartlett Lewis's husband, Henry Lewis, and her children, William H. Hannaford, David Hannaford, and Anne D. Hannaford. The annual income of the fund is used for demonstrations of excellence in art history and creative visual arts by two students enrolled as majors in the Department of Art. (1981)

Art History Junior-Year Prize: This prize, funded annually by a donor wishing to remain anonymous, is awarded to those students judged by the Department of Art to have achieved the highest distinction in the major program in art history and criticism at the end of the junior year. (1979)

Art History Senior-Year Prize: This prize, established by a donor wishing to remain anonymous, is awarded to one or more graduating seniors judged by the Department of Art to have achieved the highest distinction in the major in art history and criticism. (1982)

Richard P. Martel, Jr., Memorial Fund: A prize is awarded annually to those students who, in the judgment of the studio art faculty, are deemed to have produced the most creative, perceptive, proficient, and visually appealing art work exhibited at the College during the academic year. (1990)

Biochemistry

John L. Howland Book Award in Biochemistry: This award, which was established in honor of John L. Howland, Josiah Little Professor of Natural Sciences and Professor of Biology and Biochemistry and a member of the Bowdoin faculty from 1963 to 2002, who founded the Biochemistry Program at Bowdoin in 1971, is given each year to a student who has achieved academic and general excellence in the biochemistry program at the end of the junior year. (2005)

Biology

Copeland-Gross Biology Prize: This prize, named in honor of Manton Copeland and Alfred Otto Gross, Sc.D. '52, both former Josiah Little Professors of Natural Science, is awarded to that graduating senior who has best exemplified the idea of a liberal education during the major program in biology. (1972)

Donald and Harriet S. Macomber Prize in Biology: This fund was established by Dr. and Mrs. Donald Macomber in appreciation for the many contributions of Bowdoin in the education of members of their family, David H. Macomber '39, Peter B. Macomber '47, Robert A. Zottoli '60, David H. Macomber, Jr. '67, Steven J. Zottoli '69, and Michael C. Macomber '73. The income of the fund is to be awarded annually as a prize to the outstanding student or students in the Department of Biology. If, in the opinion of the department, in any given year there is no student deemed worthy of this award, the award may be withheld and the income for that year added to the principal of the fund. (1967)

James Malcolm Moulton Prize in Biology: This fund was established by former students and other friends in honor of James Malcolm Moulton, former George Lincoln Skolfield, Jr., Professor of Biology, to provide a book prize to be awarded annually to the outstanding junior majoring in biology, as judged by scholarship and interest in biology. At the discretion of the Department of Biology, this award may be made to more than one student or to none in a given year. (1984)

Chemistry

Samuel Kamerling Award: This award, established by the Department of Chemistry in memory of Professor Samuel Kamerling, recognizes truly exceptional work in the organic chemistry laboratory program.

Philip Weston Meserve Fund: This prize, established in memory of Professor Philip Weston Meserve '11, is awarded to a junior chemistry or biochemistry major and is intended to "stimulate interest in Chemistry." (1941)

William Campbell Root Award: This award, established in honor of Professor William Root, recognizes a senior chemistry major who has provided service and support to chemistry at Bowdoin beyond the normal academic program.

Classics

Hannibal Hamlin Emery Latin Prize: This prize, established in honor of her uncle, Hannibal Hamlin Emery 1874, by Persis E. Mason, is awarded to a member of the junior or senior class for proficiency in Latin. (1922)

Nathan Goold Prize: This prize, established by Abba Goold Woolson, of Portland, in memory of her grandfather, is awarded to that member of the senior class who has, throughout the college course, attained the highest standing in Greek and Latin studies. (1922)

J. B. Sewall Greek Prize: This prize, given by Jotham Bradbury Sewall 1848, S.T.D. '02, formerly professor of Greek in the College, is awarded to the member of the sophomore class who sustains the best examination in Greek. (1879)

J. B. Sewall Latin Prize: This prize, also given by Professor Sewall, is awarded to the member of the sophomore class who sustains the best examination in Latin. (1879)

Computer Science

Computer Science Senior-Year Prize: This prize is awarded to a senior or seniors judged by the Department of Computer Science to have achieved the highest distinction in the major program in computer science.

Economics

Paul H. Douglas Prize: This prize, awarded by the Department of Economics each spring in honor of Paul H. Douglas '13, a respected labor economist and United States Senator, recognizes juniors who show outstanding promise in scholarship in economics.

Noyes Political Economy Prize: This prize, established by Crosby Stuart Noyes, A.M. H1887, is awarded to the best scholar in political economy. (1897)

English

Philip Henry Brown Prizes: Two prizes from the annual income of a fund established by Philip Greely Brown 1877, A.M. 1892, in memory of Philip Henry Brown 1851, A.M. 1854, are offered to members of the senior class for excellence in extemporaneous English composition. (1874)

Hawthorne Prize: The income of a fund given in memory of Robert Peter Tristram Coffin '15, Litt.D. '30, Pierce Professor of Literature, and in memory of the original founders of the Hawthorne Prize, Nora Archibald Smith and Kate Douglas Wiggin, Litt.D. '04, is awarded each year to the author of the best short story. This competition is open to members of the sophomore, junior, and senior classes. (1903)

Nathalie Walker Llewellyn Commencement Poetry Prize: This prize, established by and named for the widow of Dr. Paul Andrew Walker '31, is awarded to the Bowdoin student who, in the opinion of the Department of English, shall have submitted the best work of original poetry. The prize may take the form of an engraved medal, an appropriate book, or a cash award. (1990)

Stanley Plummer Prizes: The annual income of a fund established by Stanley Plummer 1867 is awarded to the two outstanding students in English first-year seminars. First and second prizes are awarded in a two-to-one ratio. (1919)

Poetry Prize: The annual income of a fund established by Gian Raoul d'Este-Palmieri II '26 is given annually for the best poem written by an undergraduate. (1926)

Pray English Prize: A prize given by Dr. Thomas Jefferson Worcester Pray 1844 is awarded to the best scholar in English literature and original English composition. (1889)

Forbes Rickard, Jr., Poetry Prize: A prize, given by a group of alumni of the Bowdoin chapter of Alpha Delta Phi Fraternity in memory of Forbes Rickard, Jr. '17, who lost his life in the service of his country, is awarded to the undergraduate writing the best poem. (1919)

David Sewall Premium: This prize is awarded to a member of the first-year class for excellence in English composition. (1795)

Mary B. Sinkinson Short Story Prize: A prize, established by John Hudson Sinkinson '02 in memory of his wife, Mary Burnett Sinkinson, is awarded each year for the best short story written by a member of the junior or senior class. (1961)

Bertram Louis Smith, Jr., Prize: The annual income of a fund established by his father in memory of Bertram Louis Smith, Jr. of the Class of 1903, to encourage excellence of work in English literature is awarded by the department to a member of the junior class who has completed two years' work in English literature. Ordinarily, the prize is given to a student majoring in English, and performance of major work as well as record in courses is taken into consideration. (1925)

Environmental Studies

Academic Award in Environmental Studies: This prize is awarded to a graduating senior who has achieved outstanding academic distinction in the completion of the Environmental Studies coordinate major.

Community Service Award in Environmental Studies: This prize is awarded to a graduating student majoring in environmental studies who has demonstrated exemplary service to the College and the broader community.

Geology

Arthur M. Hussey II Prize in Geology: This prize, established by his colleagues in honor of Arthur M. Hussey II, professor of geology, is awarded annually for an outstanding research project by a senior majoring in geology, with preference for field projects undertaken in Maine. The award recognizes Professor Hussey's lasting contributions to the Geology Department, notably his ability to inspire students through geological field work. (2000)

German

The German Consular Prize in Literary Interpretation: This prize was initiated by the German Consulate, from whom the winner receives a certificate of merit and a book prize, in addition to a small financial prize to be awarded from the income of the fund. The prize is awarded annually to the senior German major who wins a competition requiring superior skills in literary interpretation. (1986)

The Old Broad Bay Prizes in Reading German: The income from a fund given by Jasper J. Stahl '09, Litt.D. '60, and by others is awarded to students who, in the judgment of the department, have profited especially from their instruction in German. The fund was established as a living memorial to those remembered and unremembered men and women from the valley of the Rhine who in the eighteenth century founded the first German settlement in Maine at Broad Bay, now Waldoboro. (1964)

Government and Legal Studies

Philo Sherman Bennett Prize Fund: This fund was established by William Jennings Bryan from trust funds of the estate of Philo Sherman Bennett, of New Haven, Connecticut. The income is used for a prize for the best essay discussing the principles of free government. Competition is open to seniors. (1905)

Jefferson Davis Award: A prize consisting of the annual income of a fund is awarded to the student excelling in constitutional law or government. (1973)

History

Dr. Samuel and Rose A. Bernstein Prize for Excellence in the Study of European History: This prize, given by Roger K. Berle '64, is awarded annually to that student who has achieved excellence in the study of European history. (1989)

James E. Bland History Prize: The income of a fund established by colleagues and friends of James E. Bland, a member of Bowdoin's Department of History from 1969 to 1974, is awarded to the Bowdoin undergraduate, chosen by the history department, who has presented the best history honors project not recognized by any other prize at the College. (1989)

Class of 1875 Prize in American History: A prize established by William John Curtis 1875, LL.D. '13, is awarded to the student who writes the best essay and passes the best examination on some assigned subject in American history. (1901)

Sherman David Spector of the Class of 1950 Award in History: Established by Sherman David Spector '50, this award is made to a graduating senior history major who has attained the highest cumulative average in his/her history courses, or to the highest-ranking senior engaged in writing an honors paper or a research essay in history. (1995)

Latin American Studies

Latin American Studies Prize: This prize is awarded to a graduating Latin American Studies major who, in the judgment of the Latin American Studies Committee, has achieved academic distinction and has contributed to an understanding of the region.

Mathematics

Edward Sanford Hammond Mathematics Prize: A book is awarded on recommendation of the Department of Mathematics to a graduating senior who is completing a major in mathematics with distinction. Any balance of the income from the fund may be used to purchase books for the department. The prize honors the memory of Edward S. Hammond, for many years Wing Professor of Mathematics, and was established by his former students at the time of his retirement. (1963)

Smyth Mathematical Prize: This prize, established by Henry Jewett Furber 1861 in honor of Professor William Smyth, is given to that student in each sophomore class who obtains the highest grades in mathematics courses during the first two years. The prize is awarded by the faculty of the Department of Mathematics, which will take into consideration both the number of mathematics courses taken and the level of difficulty of those courses in determining the recipient. The successful candidate receives one-third of the prize at the time the award is made. The remaining two-thirds is paid to him or her in installments at the close of each term during junior and senior years. If a vacancy occurs during those years, the income of the prize goes to the member of the winner's class who has been designated as the alternate recipient by the department. (1876)

Music

Sue Winchell Burnett Music Prize: This prize, established by Mrs. Rebecca P. Bradley in memory of Mrs. Sue Winchell Burnett, is awarded upon recommendation of the Department of Music to that member of the senior class who has majored in music and has made the most significant contribution to music while a student at Bowdoin. If two students make an equally significant contribution, the prize will be divided equally between them. (1963)

Neuroscience

Munno Neuroscience Prize: This prize, established by David W. Munno '99, is awarded for excellence in research by a student majoring in neuroscience. (2000)

Philosophy

Philip W. Cummings Philosophy Prize: This prize, established by Gerard L. Dubé '55 in memory of his friend and classmate, is awarded to the most deserving student in the Department of Philosophy. (1984)

Physics

Edwin Herbert Hall Prize in Physics Fund: The annual income of this fund, named in honor of Edwin Herbert Hall 1875, A.M. 1878, LL.D. '05, the discoverer of the Hall effect, is awarded each year to the best sophomore scholar in the field of physics. (1953)

Noel C. Little Prize in Experimental Physics: This prize, named in honor of Noel C. Little '17, Sc.D. '67, professor of physics and Josiah Little Professor of Natural Science, is awarded to a graduating senior who has distinguished himself or herself in experimental physics. (1968)

Psychology

Frederic Peter Amstutz Memorial Prize Fund: This prize, established in memory of Frederic Peter Amstutz '85 by members of his family, is awarded to a graduating senior who has achieved distinction as a psychology major. (1986)

Religion

Edgar Oakes Achorn Prize Fund: The income of a fund established by Edgar Oakes Achorn 1881 is awarded as a prize for the best essay written by a member of the second- or first-year classes in Religion 101. (1932)

Lea Ruth Thumim Biblical Literature Prize: This prize, established by Carl Thumim in memory of his wife, Lea Ruth Thumim, is awarded each year by the Department of Religion to the best scholar in biblical literature. (1959)

Romance Languages

Philip C. Bradley Spanish Prize: This prize, established by classmates and friends in memory of Philip C. Bradley '66, is awarded to outstanding students in Spanish language and literature. (1982)

Goodwin French Prize: This prize, established by the Reverend Daniel Raynes Goodwin 1832, A.M. 1835, D.D. 1853, is awarded to the best scholar in French. (1890)

Eaton Leith French Prize: The annual income of a fund, established by James M. Fawcett III '58 in honor of Eaton Leith, professor of Romance languages, is awarded to that member of the sophomore or junior class who, by his or her proficiency and scholarship, achieves outstanding results in the study of French literature. (1962)

Charles Harold Livingston Honors Prize in French: This prize, established by former students and friends of Charles Harold Livingston, Longfellow Professor of Romance Languages, upon the occasion of his retirement, is awarded to encourage independent scholarship in the form of honors theses in French. (1956)

Sophomore Prize in Spanish: This prize, established by the Department of Romance Languages, is awarded each year to the most promising sophomore who has declared a major in Spanish.

Russian

Russian Prize: This prize, established by Professor of Russian Jane Knox-Voina, is awarded to a graduating senior who has achieved distinction as a Russian major. (2003)

Science

Sumner Increase Kimball Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, is awarded to that member of the senior class who has "shown the most ability and originality in the field of the Natural Sciences." (1923)

Sociology and Anthropology

Distinguished Community Service Award: This prize, established by the department and by Sports for Hunger, an organization dedicated to organizing athletes to alleviate hunger in the United States and abroad, is awarded to the student majoring or minoring in sociology or anthropology who demonstrates outstanding leadership in community service and in furthering the principles of social justice. (2003)

David I. Kertzer Prize in Sociology and Anthropology: This prize is awarded each year for the best senior paper in the Department of Sociology and Anthropology. The award is funded through the John W. Riley, Jr., and Matilda White Riley Sociology fund and is given in honor of David Kertzer, a former professor in the department. (2003)

Matilda White Riley Prize in Sociology and Anthropology: This prize, established through a gift from distinguished sociologist John W. Riley '30, Sc.D. '72, honors Matilda White Riley, Sc.D. '72, Daniel B. Fayerweather Professor of Political Economy and Sociology, who established the joint Department of Sociology and Anthropology and a tradition of teaching through sociological research. It is awarded for an outstanding research project by a major. (1987)

Elbridge Sibley Sociology Prize Fund: Established by Milton M. Gordon '39, the prize is awarded to the member of the senior class majoring in sociology or anthropology who has the highest general scholastic average in the class at the midpoint of each academic year. (1989)

Theater and Dance

Bowdoin Dance Group Award: An appropriate, inscribed dance memento is awarded annually to an outstanding senior for contributions of dedicated work, good will, and talent, over the course of his or her Bowdoin career, in the lively, imaginative spirit of the Class of 1975, the first graduating class of Bowdoin dancers. (1988)

Abraham Goldberg Prize: Established by Abraham Goldberg, this prize is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of designing or directing. (1960)

Alice Merrill Mitchell Prize: This prize, established by Wilmot Brookings Mitchell 1890, A.M. '07, L.H.D. '38, Edward Little Professor of Rhetoric and Oratory, in memory of his wife, Alice Merrill Mitchell, is awarded annually to that member of the senior class who, in the opinion of a faculty committee headed by the director of theater, has shown, in plays presented at the College during the two years preceding the date of award, the most skill in the art of acting. (1951)

William H. Moody '56 Award: Established in memory of Bill Moody, who for many years was the theater technician and friend of countless students, this award is presented annually, if applicable, to one or more sophomores, juniors, or seniors having made outstanding contributions to the theater through technical achievements accomplished in good humor. The award should be an appropriate memento of Bowdoin. (1980)

George H. Quinby Award: Established in honor of "Pat" Quinby, for thirty-one years director of dramatics at Bowdoin College, by his former students and friends in Masque and Gown, this award is presented annually to one or more first-year members of Masque and

Gown who make an outstanding contribution through interest and participation in Masque and Gown productions. The recipients are selected by the director of theater, the theater technician, and the president of Masque and Gown. (1967)

Scholarship Award for Summer Study in Dance: A monetary award toward tuition costs at an accredited summer program of study in dance is given to a student with demonstrated motivation and exceptional promise in dance technique or choreography, whose future work in dance, upon return, will enrich the Bowdoin program. (1988)

UNDERGRADUATE RESEARCH ASSISTANCE

In addition to the Bowdoin-based fellowships described below, students have the opportunity to be nominated for selection for a number of national research grants. Further information on undergraduate and graduate research grants and fellowships is available in the career Planning Center.

James Stacy Coles Undergraduate Research Fellowship and Summer Fellowship Fund (1997): Established by gifts of family members and friends as a memorial to James Stacy Coles, the fund supports the activity of students engaged directly in serious scientific research. Fellowships are awarded annually to highly qualified students by the President of the College. The funds are used by students for substantial participation in a scientific research project under the direction of a faculty member who is independently interested in the area under study. While the name of the project differs from discipline to discipline, all projects give students first-hand experience with productive scholarly scientific research. Awards are made on the basis of the candidate's academic record, particular interests and competence, the availability of an appropriate research project, and a faculty member's recommendation.

Martha Reed Coles Undergraduate Research Fellowship Fund (2000): Established in honor of Martha Reed Coles, by members of her family. As the first lady of Bowdoin College from 1952 to 1967, she took an active and vital interest in every phase of life at the College. The pleasure she received from her interaction with Bowdoin's students and her appreciation of their youthful energy, intellect, achievements, and promise inspired her children to establish the fund. Income from this fund supports students engaged in scholarly research in the arts or humanities.

Henry L. and Grace Doherty Charitable Foundation Coastal Studies Research Awards (1997): Doherty Fellowships are awarded to students to support substantial participation in a scientific research project by a student under the direction of a faculty member who is independently interested in the subject under study. Fellowships are awarded for summer research projects in marine and coastal studies.

Freeman Fellowships for Student Research in Asia (1998): Awarded to Bowdoin students to encourage travel and research in Asia, these fellowships are intended to increase understanding and awareness of Asia among students majoring in any academic discipline by supporting research or study projects in Asia resulting in the award of academic credit. Fellowships may be taken during the summer months, between semesters, or to extend study away experiences. Fellowships may also be used to support credit-bearing summer language training in Asia. Fellowships may not be used for study away programs during the academic year. These fellowships are made possible by a generous grant from the Freeman Foundation.

Students are expected to develop proposals in consultation with a faculty mentor. Because Freeman Fellowships are intended to encourage scholarly work of academic value, projects should result in work that will earn course credit toward the Bowdoin degree, typically by means of an independent study or honors project or language study.

Recipients are chosen on the basis of the quality, coherence, and feasibility of the project described in the narrative proposal and the project's relevance to the student's educational plans. Applications are reviewed by a faculty committee, once in the fall, and once in the spring.

Each student awarded a fellowship will be expected to write a 1-3 page report that will be circulated to the faculty on the Freeman Committee and included in the institution's annual report to the Freeman Foundation.

Gibbons Summer Research Internships (2001): The Gibbons internships, established in 2001 through the gift of John A. Gibbons, Jr. '64, provide grants for student summer research, especially for projects that use technology to explore interdisciplinary areas and to develop fresh approaches to the study of complex problems that extend beyond the traditional academic calendar.

Alfred O. Gross Fund (1957): This fund, established by Alfred Otto Gross, Sc.D. '52, Josiah Little Professor of Natural Science, and members of his family, is designed to assist worthy students in doing special work in biology, preferably ornithology.

Howard Hughes Medical Institute Summer Fellowships: The Howard Hughes Medical Institute Summer Fellowships provide funding for interdisciplinary undergraduate research, particularly in biochemistry and neuroscience, and for student research in marine biology and other biological field studies conducted at Bowdoin's Coastal Studies Center on Orrs Island.

Kappa Psi Upsilon Environmental Studies Fund (1999): The Fund was established by the Psi Upsilon Chapter House Association to support student internships and other programs relating to environmental studies. The ten-week summer internships are coordinated by the Environmental Studies Program and provide several undergraduates with stipends for work with Maine non-profit organizations and governmental agencies. Selection criteria include academic record, students' interest and experience, and financial need. Student fellows have the opportunity to incorporate their summer work experience into an independent study or honors project.

Fritz C. A. Koelln Research Fund (1972): This fund was established by John A. Gibbons, Jr. '64, to honor Fritz C. A. Koelln, professor of German and George Taylor Files Professor of Modern Languages, who was an active member of the Bowdoin faculty from 1929 until 1971. The income from the fund may be awarded annually to a faculty-student research team to support exploration of a topic which surmounts traditional disciplinary boundaries. The purpose of the fund is to encourage broad, essentially humanistic inquiry, and should be awarded with preference given to worthy projects founded at least in part in the humanities.

Edward E. Langbein, Sr., Summer Research Grant: Since 1970, the Edward E. Langbein, Sr., Summer Research Award has been providing support to undergraduates pursuing summer research or advanced study directed toward their major field or lifework. The award honors Edward E. Langbein, Sr., and was initially funded through the bequest of his widow, Adelaide Langbein. Their son, Edward E. Langbein, Jr., a member of the Class of 1957, continues to support the award, as do other members of the family.

Latin American Studies Summer Travel Grants (2000): Awarded to Bowdoin sophomores and juniors majoring in any academic discipline, these grants are intended to support student research in Latin America and the Caribbean that contributes to a subsequent independent study or honors project. The on-site research can be conducted during the summer months, between semesters, or to extend study-away experiences. Recipients will spend three to four weeks in the region and, upon their return, write a two-page report summarizing their research and results. During the following semester, these results will be used as the basis for an independent study or honors project under the direction of a faculty member.

Applicants are expected to develop proposals in consultation with a faculty mentor who agrees to supervise a subsequent independent study. Awards are made on the basis of the candidate's academic record and competence, the quality and feasibility of the project described in the narrative proposal, the project's relevance to the student's educational program, and the faculty mentor's recommendation. Applications are reviewed by a subcommittee from the Latin American Studies Program every spring.

Littlefield Summer Fellowships: The Littlefield Summer Research Fellowships, created in honor of William D. Littlefield, Class of 1922, through the bequest of his wife, Beatrice B. Griswold, support hands-on research in chemistry for students working closely with a Bowdoin faculty member.

The Logan Environmental Studies Internship (2002): This program provides funding for a student to work for a Maine based non-profit environmental organization. The ten-week summer internship is coordinated by the Environmental Studies Program. Selection criteria include academic record, the student's interest and experience, and financial need. Student fellows have the opportunity to incorporate their summer work experience into an independent study or honors project.

Mellon Mays Undergraduate Fellowships: The Mellon program provides two-year fellowships to students who are interested in pursuing an academic career and who demonstrate commitment to the program's goals of increasing educational diversity at the college and university level. Students work with a faculty mentor. The grant provides funds for summer research and other expenses during the academic year.

Paller Research Fellowship: The Paller Research Fellowship, provided by gifts of Mr. and Mrs. Alan Paller P'01, supports ten-week summer neuroscience research projects conducted by students under the direction of Bowdoin's neuroscience faculty.

Physics Summer Research Internships: The physics fellowships support substantial participation in a scientific research project by students independently interested in the area under study, under the direction of a faculty member. The research projects are intended to give students firsthand experience with productive scholarly scientific research.

Public Interest Career Fund Fellowships (1996): A generous gift from an anonymous donor has provided the College with funds to support students committed to enhancing social justice by serving the needs of the underserved and disadvantaged through policy making, direct service, or community organizing. The Public Interest Career Fund Summer Fellowship Program was established to encourage students to intern for U.S.-based social services agencies, legal services, humanitarian organizations, and public education during the summer, with the hope that they will, as undergraduates, begin to build a foundation for future career development in these areas.

Rusack Coastal Studies Fellowships (2001): The Rusack Coastal Studies fellowships, provided through the generous gift of Geoffrey C. Rusack '78 and Alison Wrigley Rusack, are open to students in the humanities, social sciences, and natural sciences involved in projects that bring new insight and understanding to coastal studies. The fund promotes and facilitates student and faculty disciplinary and interdisciplinary study projects at Bowdoin's Coastal Studies Center, the surrounding coastal areas, and Casco Bay.

Spector Fellowship (2002): This annual fellowship, established by Sherman David Spector '50, is awarded to a graduating senior who plans to pursue graduate studies in history and a career in teaching history at any academic level.

Surdna Foundation Undergraduate Research Fellowship Program (1959): An undergraduate research fellowship program established in 1959 was renamed in 1968 the Surdna Foundation Undergraduate Research Fellowship Program in recognition of two gifts of the Surdna Foundation. The income from a fund, which these gifts established, underwrites the program's costs. Fellowships may be awarded annually to highly qualified seniors. Each Surdna Fellow participates under the direction of a faculty member in a research project in which the faculty member is independently interested.

The purpose is to engage the student directly in a serious attempt to extend knowledge. Each project to which a Surdna Fellow is assigned must therefore justify itself independently of the program, and the fellow is expected to be a participant in the research, not a mere observer or helper. The nature of the project differs from discipline to discipline, but all should give the fellow firsthand acquaintance with productive scholarly work. Should the results of the research be published, the faculty member in charge of the project is expected to acknowledge the contribution of the Surdna Fellow and of the program.

Surdna Fellows are chosen each spring for the summer or for the following academic year. Awards are made on the basis of the candidate's academic record and departmental recommendation, his or her particular interests and competence, and the availability at the College of a research project commensurate with his or her talents and training. Acceptance of a Surdna Fellowship does not preclude working for honors, and the financial need of a candidate does not enter into the awarding of fellowships. Surdna Fellows are, however, obligated to refrain from employment during the academic year.

AWARDS IN ATHLETICS

Annie L. E. Dane Trophy: Named in memory of the wife of Francis S. Dane 1896 and mother of Nathan Dane II '37, Winkley Professor of Latin Language and Literature, the trophy is awarded each spring to a senior member of a varsity women's team who "best exemplifies the highest qualities of character, courage, and commitment to team play." (1978)

Lucy L. Shulman Trophy: Given by Harry G. Shulman, A.M. H'71, in honor of his wife, this trophy is awarded annually to the outstanding woman athlete. The recipient is selected by the director of athletics and the dean of student affairs. (1975)

Society of Bowdoin Women Athletic Award: This award is presented to a member of a women's varsity team in recognition of her "effort, cooperation, and sportsmanship." Selection is made by a vote of the Department of Athletics and the dean of student affairs. (1978)

Frederick G. P. Thorne Award: This award is presented to the male student athlete who has most demonstrated the qualities of leadership both in the athletic arena and outside it. (1999)

Baseball

Francis S. Dane Baseball Trophy: This trophy, presented to the College by friends and members of the family of Francis S. Dane 1896, is awarded each spring "to that member of the varsity baseball squad who, in the opinion of a committee made up of the dean of student life, the director of athletics, and the coach of baseball, best exemplifies high qualities of character, sportsmanship, and enthusiasm for the game of baseball." (1965)

Basketball

William J. Fraser Basketball Trophy: This trophy, presented by Harry G. Shulman, A.M. H'71, in memory of William J. Fraser '54, is awarded annually to that member of the basketball team who best exemplifies the spirit of Bowdoin basketball. The recipient is selected by the coach, the director of athletics, and the dean of student affairs. (1969)

Paul Nixon Basketball Trophy: Given to the College by an anonymous donor and named in memory of Paul Nixon, L.H.D. '43, dean at Bowdoin from 1918 to 1947, in recognition of his interest in competitive athletics and sportsmanship, this trophy is inscribed each year with the name of the member of the Bowdoin varsity basketball team who has made the most valuable contribution to this team through his qualities of leadership and sportsmanship. (1959)

Women's Basketball Alumnae Award: A bowl, inscribed with the recipient's name, is given to the player who "best exemplifies the spirit of Bowdoin's Women's Basketball, combining talent with unselfish play and good sportsmanship." The award is presented by Bowdoin alumnae basketball players. (1983)

Football

Winslow R. Howland Football Trophy: This trophy, presented to the College by his friends in memory of Winslow R. Howland '29, is awarded each year to that member of the varsity football team who has made the most marked improvement on the field of play during the football season, and who has shown the qualities of cooperation, aggressiveness, enthusiasm for the game, and fine sportsmanship so characteristic of Winslow Howland. (1959)

Wallace C. Philoon Trophy: Given by Maj. Gen. Wallace Copeland Philoon, USA, '05, M.S. '44, this trophy is awarded each year to a non-letter winner of the current season who has made an outstanding contribution to the football team. The award is made to a man who has been faithful in attendance and training and has given his best efforts throughout the season. (1960)

William J. Reardon Memorial Football Trophy: A replica of this trophy, which was given to the College by the family and friends of William J. Reardon '50, is presented annually to a senior on the varsity football team who has made an outstanding contribution to his team and his college as a man of honor, courage, and ability, the qualities which William J. Reardon exemplified at Bowdoin College on the campus and on the football field. (1958)

Ice Hockey

Hannah W. Core '97 Memorial Award: Given to a member of the women's hockey team who best represents the enthusiasm, hard work, and commitment for which Hannah will be remembered. (1996)

Hugh Munro, Jr., Memorial Trophy: This trophy, given by his family in memory of Hugh Munro, Jr. '41, who lost his life in the service of his country, is inscribed each year with the name of that member of the Bowdoin varsity hockey team who best exemplifies the qualities of loyalty and courage which characterized the life of Hugh Munro, Jr. (1946)

John "Jack" Page Coaches Award: Established as a memorial to John Page of South Harpswell, Maine, through the bequest of his wife, Elizabeth Page, this award is to be presented annually to the individual who, in the opinion of the coaching staff, has distinguished himself through achievement, leadership, and outstanding contributions to the hockey program, the College, and community. (1993)

Peter Schuh Memorial Award: This trophy is presented to the most valuable player in the annual Bowdoin-Colby men's ice hockey game. (1995)

Harry G. Shulman Hockey Trophy: This trophy is awarded annually to that member of the hockey squad who has shown outstanding dedication to Bowdoin hockey. The recipient is elected by a vote of the coach, the director of athletics, and the dean of student affairs. (1969)

Christopher Charles Watras Memorial Women's Ice Hockey Trophy: This trophy is dedicated in the memory of Chris Watras '85, former assistant women's ice hockey coach. The award is presented annually to that member of the Bowdoin women's varsity ice hockey team who best exhibits the qualities of sportsmanship, leadership, commitment, and dedication to her teammates and the sport, on the ice as well as in the community and the classroom. The recipient is selected by the women's varsity ice hockey coach and the director of athletics. Her name is engraved on the permanent trophy and she receives a replica at the team's annual award ceremony. (1989)

Women's Ice Hockey Founders' Award: This award is presented to the player who exemplifies the qualities of enthusiasm, dedication, and perseverance embodied in the spirited young women who were paramount in the establishment of Bowdoin women's hockey. The recipient is selected by vote of her fellow players. (1991)

Lacrosse

Mortimer F. LaPointe Lacrosse Award: This award, given in honor of Coach Mortimer F. LaPointe's 21 seasons as coach of men's lacrosse by his alumni players, is presented to one player on the varsity team, who, through his aggressive spirit, love of the game, and positive attitude, has helped build a stronger team. The coach will make the final selection after consultation with the captains and the dean of students. (1991)

Ellen Tiemer Women's Lacrosse Trophy: This trophy, donated to the women's lacrosse program from funds given in memory of Ellen Tiemer's husband, Paul Tiemer '28, who died in 1988, is to be awarded annually "to a senior or junior woman who is judged to have brought the most credit to Bowdoin and to herself." The recipient is to be selected by a vote of the team and the coach. (1996)

Paul Tiemer Men's Lacrosse Trophy: This award, established from funds given in memory of Paul Tiemer III, is to be presented annually to the player who is judged to have shown the greatest improvement and team spirit over the course of the season. Only one award shall be made in a year, and the recipient is to be selected by a vote of the men's varsity lacrosse team. (1996)

Paul Tiemer III Men's Lacrosse Trophy: Given by Paul Tiemer '28 in memory of his son, Paul Tiemer III, this trophy is awarded annually to the senior class member of the varsity lacrosse team who is judged to have brought the most credit to Bowdoin and to himself. The recipient is selected by the varsity lacrosse coach, the director of athletics, and the dean of student affairs. (1976)

Soccer

George Levine Memorial Soccer Trophy: This trophy, presented by Lt. Benjamin Levine, coach of soccer in 1958, is awarded to that member of the varsity soccer team exemplifying the traits of sportsmanship, valor, and desire. (1958)

Christian P. Potholm II Soccer Award: Given to the College by Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, and Sandra Q. Potholm, this fund supports annual awards to the male and female scholar/athlete whose hard work and dedication have been an inspiration to the Bowdoin soccer program. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name, the year, and a description of the award. (1992)

Squash

Reid Squash Trophy: Established by William K. Simonton '43, this trophy is awarded annually to the member of the squash team who has shown the most improvement. The recipient is to be selected by the coach of the team, the director of athletics, and the dean of student affairs. (1975)

Swimming

Robert B. Miller Trophy: This trophy, given by former Bowdoin swimmers in memory of Robert B. Miller, coach of swimming, is awarded annually "to the Senior who, in the opinion of the coach, is the outstanding swimmer on the basis of his contribution to the sport." Winners will have their names inscribed on the trophy and will be presented with bronze figurines. (1962)

Sandra Quinlan Potholm Swimming Trophy: Established by Sandra Quinlan Potholm and Christian P. Potholm II '62, DeAlva Stanwood Alexander Professor of Government, this prize is awarded annually to the male and female members of the Bowdoin swimming teams who have done the most for team morale, cohesion, and happiness. Selection of the recipients is decided by the coaching staff. The award is in the form of a plaque inscribed with the recipient's name. the year, and a description of the award. (1992)

Tennis

Samuel A. Ladd Tennis Trophy: This trophy, presented by Samuel Appleton Ladd, Jr. '29, and Samuel Appleton Ladd III '63, is awarded to a member of the varsity team who, by his sportsmanship, cooperative spirit, and character, has done the most for tennis at Bowdoin during the year. The award winner's name is inscribed on the trophy. (1969)

Track and Field

Leslie A. Claff Track Trophy: This trophy, presented by Leslie A. Claff '26, is awarded "at the conclusion of the competitive year to the outstanding performer in track and field athletics who, in the opinion of the dean, the director of athletics, and the track coach, has demonstrated outstanding ability accompanied with those qualities of character and sportsmanship consistent with the aim of intercollegiate athletics in its role in higher education." (1961)

Bob and Jeannette Cross Award (The Maine Track Officials' Award): This trophy is given annually by the friends of Bowdoin track and field to that member of the women's team who has demonstrated outstanding qualities of loyalty, sportsmanship, and character during her athletic career at Bowdoin. The recipient of the award is chosen by a vote of the head track coaches and the men's and women's track team. (1989)

Elmer Longley Hutchinson Cup: This cup, given by the Bowdoin chapter of Chi Psi Fraternity in memory of Elmer Longley Hutchinson '35, is awarded annually to a member of the varsity track squad for high conduct both on and off the field of sport. (1939)

Major Andrew Morin Award: This trophy, endowed by long-time track official Andrew Morin, is given annually to the most dedicated long- or triple-jumper on the men's or women's track team. The winner is selected by a committee of track coaches and track officials. (1989)

Evelyn Pyun Award: Established in memory of Evelyn Pyun '02, the award is presented annually for outstanding dedication and loyalty to the women's cross-country team. The award honors the qualities of persistence, generosity, and enthusiasm that Evey brought to Bowdoin cross-country. (2000)

Colonel Edward A. Ryan Award: Given by friends and family of Colonel Ryan, longtime starter at the College track meets, this award is presented annually to that member of the women's track and field team who has distinguished herself through outstanding achievement and leadership during her four-year athletic career at Bowdoin. (1989)

PRIZES IN EXTRACURRICULAR ACTIVITIES

James Bowdoin Cup: This cup, given by the Alpha Rho Upsilon Fraternity, is awarded annually at Honors Day to the student who in the previous college year has won a varsity letter in active competition and has made the highest scholastic average among the students receiving varsity letters. In case two or more students should have equal records, the award shall go to the one having the best scholastic record during his or her college course. The name of the recipient is to be engraved on the cup. (1947)

Bowdoin Orient Prize: Six cash prizes are offered by the Bowdoin Publishing Company and are awarded each spring to those members of the Bowdoin *Orient* staff who have made significant contributions to the Orient in the preceding volume. (1948)

General R. H. Dunlap Prize: The annual income of a fund established by Katharine Wood Dunlap in memory of her husband, Brig. Gen. Robert H. Dunlap, USMC, is awarded to the student who writes the best essay on the subject of "service," in addition to demonstrating personal evidence of service. (1970)

Andrew Allison Haldane Cup: This cup, given by fellow officers in the Pacific in memory of Capt. Andrew Allison Haldane, USMCR, '41, is awarded to a member of the senior class who has outstanding qualities of leadership and character. (1945)

Orren Chalmer Hormell Cup: This cup, given by the Sigma Nu Fraternity at the College in honor of Orren Chalmer Hormell, D.C.L. '51, DeAlva Stanwood Alexander Professor of Government, is awarded each year to a sophomore who, as a first-year student, competed in first-year athletic competition as a regular member of a team, and who has achieved outstanding scholastic honors. A plaque inscribed with the names of all the cup winners is kept on display. (1949)

Lucien Howe Prize: Fifty percent of the income of a fund given by Dr. Lucien Howe 1870, A.M. 1879, Sc.D. '10, is awarded by the faculty to members of the senior class who as undergraduates, by example and influence, have shown the highest qualities of conduct and character. The remainder is expended by the president to improve the social life of the undergraduates. (1920)

Masque and Gown Figurine: A figurine, The Prologue, carved by Gregory Wiggin, may be presented to the author of the prize-winning play in the One-Act Play contest, if one is conducted, and is held by the winner until the following contest. (1937)

Masque and Gown One-Act Play Prizes: Prizes may be awarded annually for excellence in various Masque and Gown activities, including playwriting, directing, and acting. (1934)

Michael Francis Micciche III Award: This award is given annually to that individual who embodies the entire Bowdoin experience; who engages the College community, achieves academic excellence, and earns the respect of his or her peers and professors. This individual must plan on broadening his or her education following graduation, either through enrollment at a graduate school or through a structured travel or volunteer program. (2001)

Horace Lord Piper Prize: This prize, established by Sumner Increase Kimball 1855, Sc.D. 1891, in memory of Maj. Horace Lord Piper 1863, is awarded to that member of the sophomore class who presents the best "original paper on the subject calculated to promote the attainment and maintenance of peace throughout the world, or on some other subject devoted to the welfare of humanity." (1923)

The President's Award: This award, inaugurated in 1997 by President Robert H. Edwards, recognizes a student's exceptional personal achievements and uncommon contributions to the College. The student's actions demonstrate particular courage, imagination, and generosity of spirit; and they benefit the atmosphere, program, or general effectiveness of the College. (1997)

Franklin Delano Roosevelt Cup: This cup, furnished by the Bowdoin chapter of Alpha Delta Phi Society, is inscribed annually with the name of that member of the three lower classes whose vision, humanity, and courage most contribute to making Bowdoin a better college. (1945)

Paul Andrew Walker Prize Fund: This fund was established in honor and memory of Paul Andrew Walker '31 by his wife, Nathalie L. Walker. Forty percent of the income of the fund is used to honor a member or members of the Bowdoin *Orient* staff whose ability and hard work are deemed worthy by the Award Committee chosen by the dean of student affairs. A bronze medal or an appropriate book, with a bookplate designed to honor Paul Andrew Walker, is presented to each recipient. (1982)

MISCELLANEOUS FUNDS

Delta Sigma/Delta Upsilon Activities Fund: The income of this fund is used to support public events and individual projects that further the welfare and enhance the community of Bowdoin College, and that preserve and promote the fellowship, community, spirit, diversity, and ideals that Delta Sigma and Delta Upsilon offered to the Bowdoin community. (1997)

Faculty Development Fund: The income of this fund, established by Charles Austin Cary '10, A.M. H'50, LL.D. '63, is expended each year "for such purpose or purposes, to be recommended by the President and approved by the Governing Boards, as shall be deemed to be most effective in maintaining the caliber of the faculty." These purposes may include, but not be limited to, support of individual research grants, productive use of sabbatical leaves, added compensation for individual merit or distinguished accomplishment, other incentives to encourage individual development of teaching capacity, and improvement of faculty salaries. (1956)

Faculty Research Fund: This fund, founded by the Class of 1928 on the occasion of its twenty-fifth anniversary, is open to additions from other classes and individuals. The interest from the fund is used to help finance research projects carried on by members of the faculty. (1979)

The Fletcher Family Fund: This fund was established by William C. Fletcher '66. Income from the fund provides support for faculty research leading to publication and presentation. (2000)

Sydney B. Karofsky Prize for Junior Faculty: This prize, given by members of the Karofsky family, including Peter S. Karofsky, M.D. '62, Paul I. Karofsky '66, and David M. Karofsky '93, is to be awarded annually by the dean for academic affairs, in consultation with the Faculty Affairs Committee on the basis of student evaluations of teaching, to an outstanding Bowdoin teacher who "best demonstrates the ability to impart knowledge, inspire enthusiasm, and stimulate intellectual curiosity." The prize is given to a member of the faculty who has taught at the College for at least two years. In 2005 the award was given to Katherine L. Dauge-Roth, assistant professor of Romance languages. (1992)

James R. Pierce Athletic Leadership Award: Established by James R. Pierce, Jr., in memory of James R. Pierce '46, the income of this fund is used to support an annual stipend for a member of the Bowdoin coaching staff to attend a professional conference or other continuing education activity. The recipient is selected on the basis of "superior teaching ability, unbridled enthusiasm for his/her sport, empathy for the Bowdoin scholar-athlete, and desire to inculcate a sense of sportsmanship and fair play regardless of circumstances." (1993)

Appendix II

Bowdoin College Environmental Mission Statement

The environment within and beyond Bowdoin College is one of the fundamental aspects of our community and one that we, as members of the College, have in common. In keeping with Bowdoin's bicentennial motto, "The College and the Common Good," the opportunity exists to reaffirm our commitment to the history and future of Bowdoin's relationship with the environment.

Both the institution as a whole and individuals in the Bowdoin community have an impact on the environment and therefore should commit themselves to understanding their personal responsibility for the local and natural environment. In consideration of the common good, Bowdoin recognizes its responsibility to take a leadership role in environmental stewardship by promoting environmental awareness, local action, and global thinking. Because sustainability reaches beyond the Bowdoin campus, choices made by the College in its operations shall consider economic, environmental, and social impacts. Members of the Bowdoin community shall orient new faculty, staff, and students to the campus-wide environmental ethic and conduct research and teaching in a sustainable and responsible fashion. As a way to capture this ethic, the following Environmental Mission Statement has been developed:

Being mindful of our use of the Earth's natural resources, we are committed to leading by example to integrate environmental awareness and responsibility throughout the college community. The College shall seek to encourage conservation, recycling, and other sustainable practices in its daily decision making processes, and shall take into account, in the operations of the College, all appropriate economic, environmental, and social concerns.

To implement the mission statement within and beyond the Bowdoin Community, the College commits itself to the following actions:

Sustainable Awareness

- Leading by example, Bowdoin shall integrate environmental awareness and responsibility throughout the College community.
- Resources for learning and acting shall be available to the Bowdoin community, including recycling bins, awareness lectures, information centers, and opportunities to become directly involved in environmental protection, such as environmental action committees to advise and monitor activities of the College,
- Sustainable awareness shall encompass the social causes and consequences of environmental practices in compliance with the common good.

Sustainable Education

- Students, faculty and staff shall be offered the opportunity to participate in an orientation program that provides information on the College's commitment to environmental sustainability. Members of the College community shall be encouraged to act in a manner that reflects the objectives of the environmental mission statement.

- The College will strive to inform students about environmental management, sustainable economic development, and the social impacts of choices in order to provide co-curricular programming to ensure that graduates are environmentally literate and responsible citizens, and to acknowledge environmental leadership as a continuous, participatory process of learning.

Sustainable Policy

- To promote a sustainable economy in Maine and New England, Bowdoin shall use all reasonable efforts to make new purchases that favor affordably priced local and renewable products that reflect the College`s commitment to sustainability.

- To reduce waste in public landfills, Bowdoin shall use all reasonable efforts to purchase reusable and recyclable products when available.

- To complete the loop of recycling products, Bowdoin shall use all reasonable efforts to purchase products with recycled content when available and conduct vigorous recycling programs.

Campus and Buildings

Bowdoin College is located in Brunswick, Maine, a town of approximately 21,000 population, first settled in 1628, on the banks of the Androscoggin River, a few miles from the shores of Casco Bay. The 200-acre campus is organized around a central quadrangle.

On the north side of the quadrangle is **Massachusetts Hall** (1802), the oldest college building in Maine, which now houses the Department of English. The building was designated a Registered Historical Landmark in 1971, and the campus became part of the Federal Street Historic District in 1976. To the west of Massachusetts Hall, **Memorial Hall,** built to honor alumni who served in the Civil War and completed in 1882, was completely renovated and reopened in Spring 2000. The historic building contains the modernized 610-seat **Pickard Theater** and the 150-seat **Wish Theater** in a pavilion linked to Memorial Hall by a glass atrium. New support space houses a scene shop, a costume shop and storage, rehearsal spaces, and dressing rooms for the theater and dance programs.

On the west side of the Quad along Park Row, the **Mary Frances Searles Science Building** (1894) has also undergone a complete renovation. The remodeled facility houses the Departments of Physics, Mathematics, and Computer Science. Adjacent to Searles, the **Visual Arts Center** (1975) contains offices, classrooms, studios, and exhibition space for the Department of Art, as well as **Kresge Auditorium**, which seats 300 for lectures, films, and performances. The **Walker Art Building** (1894), designed by McKim, Mead & White, houses the **Bowdoin College Museum of Art.** The building is under renovation and will reopen in 2007. The **Harvey Dow Gibson Hall of Music** (1954) provides facilities for the Department of Music. At the southwest corner of the quadrangle is **Hawthorne-Longfellow Hall** (1965), which houses the main facilities of the College library, including the George J. Mitchell Department of Special Collections and Archives on the third floor. The offices of the president and the dean for academic affairs are located on the west side of Hawthorne-Longfellow Hall.

On the south side of the Quad is **Hubbard Hall** (1903), once the College's library and now the site of the **Peary-MacMillan Arctic Museum and Arctic Studies Center**; the Departments of Economics, Government, and History; some Information Technology offices; and the library's **Susan Dwight Bliss Room**, which houses a small collection of rare illustrated books and a temporary display of the ancient art collections of the Museum of Art. The back wing of Hubbard Hall is connected to the library and contains stacks and a study room.

On the east side of the Quad stands a row of six historic brick buildings: five residence halls—south to north, **Coleman** (1958), **Hyde** (1917), **Appleton** (1843), **Maine** (1808), and **Winthrop** (1822) halls—and **Seth Adams Hall** (1861), that once served as the main facility of the Medical School of Maine and now houses the **Environmental Studies Center** as well as classrooms and faculty offices.

In the center of this row is the **Chapel**, designed by Richard Upjohn and built between 1845 and 1855, a Romanesque church of undressed granite with twin towers and spires that rise to a height of 120 feet. A magnificent restoration of the historic Chapel interior was completed in 1997-98, and restoration of the Chapel towers was completed in 2005. Offices of the Museum of Art staff are currently located in **Banister Hall**, the section of the Chapel building originally used for the College's library and art collection.

To the east of the main Quad are two secondary quadrangles divided by a complex comprising **Morrell Gymnasium** (1965), **Sargent Gymnasium** (1912), the **Sidney J. Watson Fitness Center**, the **David Saul Smith Union** (1995, originally built in 1912 as the General Thomas Worcester Hyde Athletic Building), the **Curtis Pool Building** (1927), and **Dayton Arena** (1956). **Whittier Field, Hubbard Grandstand** (1904), and the **John Joseph Magee Track** are across Sills Drive through the pines behind Dayton Arena.

The David Saul Smith Union houses a large, central, open lounge, the College bookstore and mail center, a café, **Jack Magee's Grill**, a game room, meeting rooms, and student activities offices.

To the north of this cluster of buildings, a new multidisciplinary science center (1997) combines 75,000 square feet of new construction, named **Stanley F. Druckenmiller Hall** in honor of the grandfather of the building's chief donor, Stanley F. Druckenmiller '75; and 30,000 square feet of renovated space in **Parker Cleaveland Hall** (1952), which is named for a nineteenth-century professor who was a pioneer in geological studies. The new facility is linked to the **Hatch Science Library**, which opened in 1991. The complex houses the Departments of Biology, Chemistry, and Geology.

Adjoining the science facilities is **Sills Hall** (1950), home to the Departments of Classics, German, Romance Languages, and Russian; and the **Language Media Center**. One wing of Sills Hall, **Smith Auditorium**, has an auditorium with advanced electronic facilities for film and other presentations.

Kanbar Hall, located at the corner of Bath Road and Sills Drive adjacent to Smith Auditorium, opened in September 2004. The 25,500-square-foot building houses the Departments of Psychology and Education and the College's Center for Learning and Teaching, which includes the Baldwin Center, the Quantitative Skills Program, and the Writing Project.

To the south of the athletic buildings and the Smith Union, an area now called the **Coe Quadrangle** adjoins the **Moulton Union** (1928), which contains the offices of the dean of student affairs, the residential life staff, and the Office of Student Records, as well as dining facilities, several conference roms and lounges, and the Career Planning Center. Also in that quadrangle are **Moore Hall** (1941), a residence hall, and the **Dudley Coe Building** (1917), which contains student health care offices on the first floor and the Campus Services copy center and the WBOR radio station in the basement. The upper floors house the Office of Off-Campus Study and faculty offices.

On College Street near Coles Tower, the **John Brown Russwurm African-American Center** (1827), a former faculty residence previously known as the **Little-Mitchell House**, was opened in 1970 as a center for African-American studies. Named in honor of Bowdoin's first African-American graduate, the Center houses the offices of the Africana Studies Program, a reading room, and a library of African and African-American source materials.

The Russwurm African-American Center stands in front of 16-story **Coles Tower** (1964), which provides student living and study quarters, seminar and conference rooms, lounges, and the Events and Summer Programs Office, Audiovisual Services, and Information Technology offices. Connected to the tower are new and expanded dining facilities in **Frederick G. P. Thorne Hall**, which includes **Wentworth Servery** and **Daggett Lounge. Sarah Orne Jewett Hall**, the third side of the Coles Tower complex, currently houses several administrative offices.

To the east of the Coles Tower complex are two new residence halls completed in the summer of 1996. A six-story building is named **Harriet Beecher Stowe Hall** in honor of the author of *Uncle Tom's Cabin*. A four-story building is named **Oliver Otis Howard Hall** in honor of Major General Oliver Otis Howard of the Class of 1850, first commissioner of the Freedmen's Bureau and founder of some 70 educational institutions, among them Howard University. **Chamberlain Hall**, named for Joshua Lawrence Chamberlain of the Class of 1852, was completed in the summer of 1999 and stands on the west side of Coles Tower. Two new student residence halls, currently named **East Hall** and **West Hall**, located on the corner of South Street and Coffin Street, opened in 2005.

The building at **22 College Street**, which stands to the east of Coles Tower and which housed the Delta Kappa Epsilon and the Kappa Delta Theta fraternities, has been extensively renovated to serve as the Admissions Office. The building has been named the **Burton-Little House** in honor and memory of Harold Hitz Burton (Class of 1909, LL.D. 1937), United States Supreme Court Justice from 1945 to 1958; and of George T. Little (Class of 1877), who was for many years a Bowdoin professor, librarian, and College historian and an ardent benefactor of the Delta Kappa Epsilon fraternity. The Student Aid Office is located at **Gustafson House**, 261 Maine Street.

Various offices occupy buildings around the perimeter of the campus, many of them in historic houses donated by townspeople and former members of the faculty. The Asian Studies Program inhabits **38 College Street**. The Women's Resource Center, at **24 College Street**, includes a library and meeting rooms. The **Herbert Ross Brown House**, at **32 College Street**, now houses the Counseling Service offices.

Boody-Johnson House (1849), on Maine Street, is named for Henry Hill Boody, a member of the Class of 1842 and a teacher of Greek and rhetoric at the College, who hired the architect Gervase Wheeler to design the house for him; and for Henry Johnson, a distinguished member of the faculty and first director of the Museum of Art, and Frances Robinson Johnson. The building was designated a Registered Historical Landmark in 1975. It contains offices of several student organizations as well as meeting and seminar spaces. **Chase Barn Chamber**, located in the ell, is used for small classes, seminars, and conferences. **Ashby House** (1845-55), next to Boody-Johnson House, is occupied by the Department of Religion and various faculty offices.

On Bath Road, **Ham House** and the former Getchell House have both undergone recent extensive renovations. Ham House now serves as the location of the Treasurer's and Investments Offices, while Getchell House, now the **Edward Pols House**, contains offices of the philosophy department and faculty in Latin American studies. The **Matilda White Riley House** at 7 Bath Street houses the Department of Sociology and Anthropology.

Surrounding the central campus are various athletic, residential, and support buildings. The largest of these is the athletic complex two blocks south of Coles Tower. Here are the **William Farley Field House** (1987) and Bowdoin's 16-lane **A. LeRoy Greason Swimming Pool**; **Pickard Field House** (1937); the new **Lubin Squash Center** with seven international courts; eight outdoor tennis courts; **Pickard Field**; the **Howard F. Ryan Astroturf Field**; and 35 acres of playing fields.

Rhodes Hall, once the Bath Street Primary School, houses the offices of the Departments of Facilities Management and Security. The former home of Bowdoin's presidents, **85 Federal Street** (1860) was converted in 1982 for the use of the Development Office. **Cram Alumni House** (1857), next door to 85 Federal, is the center of alumni activities at Bowdoin. **Cleaveland House**, the former residence of Professor Parker Cleaveland (1806), at 75 Federal Street, has served as the president's house and is used for some College functions and guests. **Copeland House**, formerly the home of Manton Copeland, professor of biology from 1908 until 1947, provides additional office space for the Development and College Relations Office.

Student residences and fraternity houses, many of them in historic houses, are scattered in the residential streets around the campus. Several of these have been selected to serve as College Houses as part of the new College House System. These include **Baxter House**, designed by Chapman and Frazer and built by Hartley C. Baxter, of the Class of 1878; **Burnett House**, built in 1858 and for many years the home of Professor and Mrs. Charles T. Burnett; **7 Boody Street**, formerly the Chi Psi fraternity house; **Helmreich House**, formerly the Alpha Rho Upsilon fraternity house and named in honor of Professor Ernst Helmreich; **Howell House,** the former Alpha Delta fraternity house, now named in honor of Bowdoin's 10th president, Roger Howell, Jr.; the former Psi Upsilon fraternity house, now named the **George (Pat) Hunnewell Quinby House** in honor of a former director of theater at Bowdoin (1934–1966); **Samuel A. Ladd, Jr., House,** formerly Zeta Psi/Chi Delta, at 14 College Street; and the **Donald B. MacMillan House,** formerly Theta Delta Chi, at 5 McKeen Street.

Additional College-owned student residences include the **Brunswick Apartments**, on Maine Street, which provide housing for about 150 students; **10 Cleaveland Street**; **30 College Street**; the **Harpswell Street Apartments** and the **Pine Street Apartments**, designed by Design Five Maine and opened in the fall of 1973; the **Mayflower Apartments**, at 14 Belmont Street, about two blocks from the campus; and the **Winfield Smith House**, named in memory of L. Winfield Smith, of the Class of 1907.

Bowdoin's facilities extend to several sites at varying distances from the central campus. A new office building, the **McLellan Building,** located a few blocks from campus at 85 Union Street, houses the offices of Human Resources, Communications and Public Affairs, the Controller's Office, art studios, and a large conference room. Research and field stations, which in some cases also serve as areas for outdoor recreation, include the **Bowdoin Pines**, on the Federal Street and Bath Street edge of the campus; **Coleman Farm** in Brunswick; and the **Coastal Studies Center**, with marine and terrestrial laboratories and a farmhouse and seminar facility on nearby Orr's Island. Property at **Bethel Point** in nearby Cundy's Harbor has served as a marine research facility and is used as a practice site by the sailing team. The **Bowdoin Scientific Station** is located on Kent Island, Bay of Fundy, Canada. In 2005, the College acquired two neighboring islands, Hay and Sheep, to preserve the unique environment offered by the Scientific Station.

The architectural history of the campus is thoroughly discussed in *The Architecture of Bowdoin College* (Brunswick: Bowdoin College Museum of Art, 1988), by Patricia McGraw Anderson.

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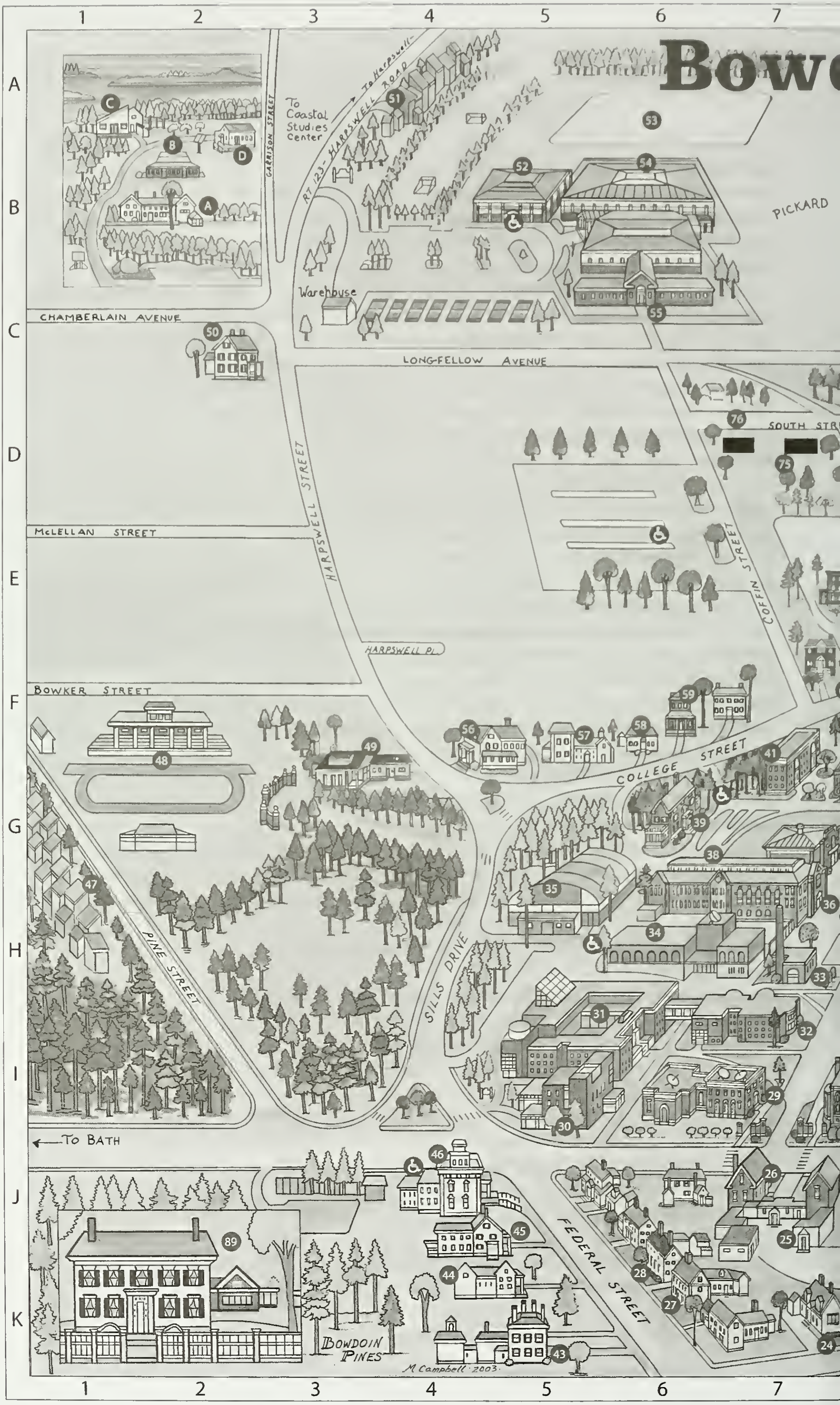
♿ Disabled Parking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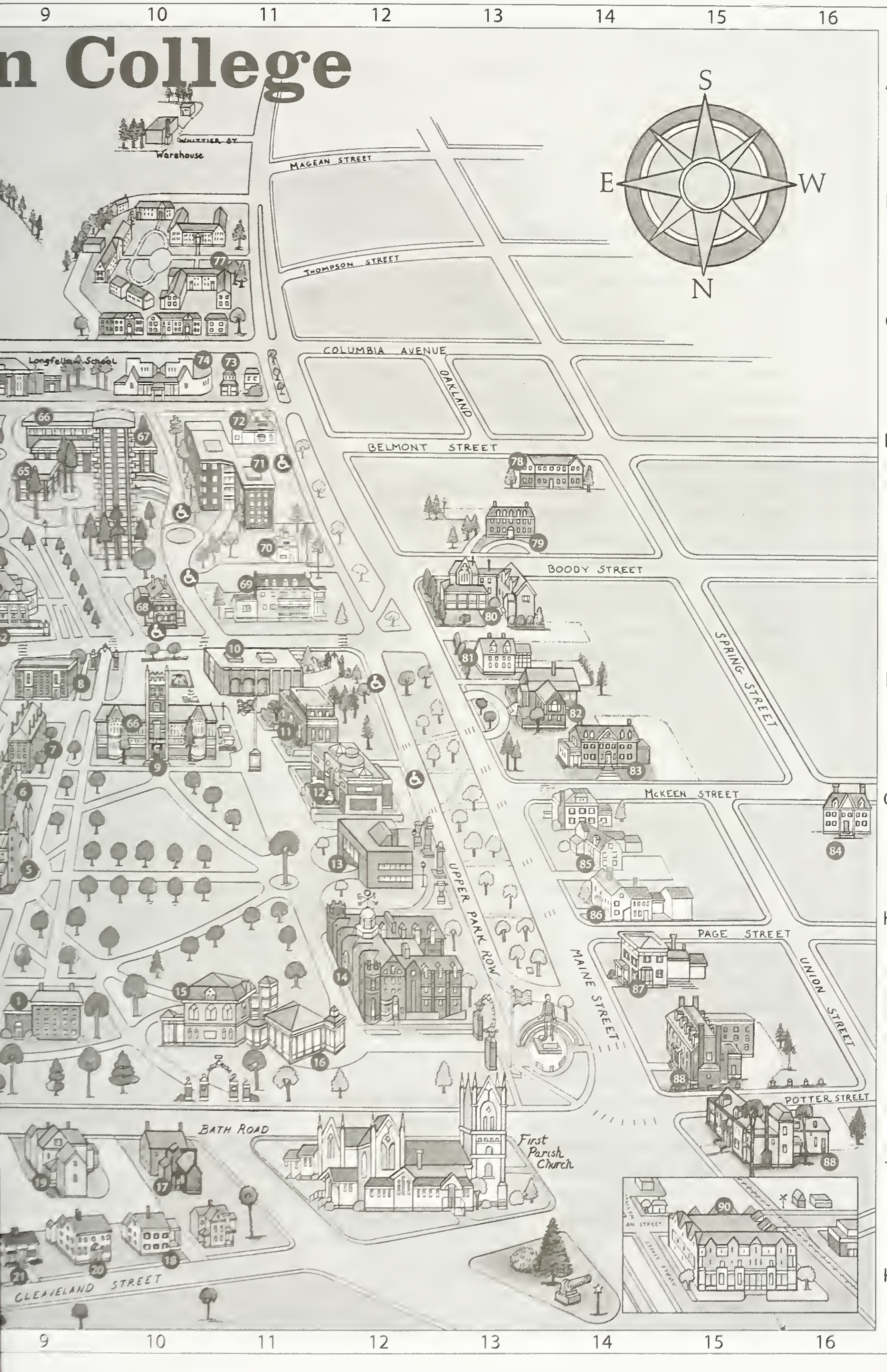
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Office of Admissions
Bowdoin College
5010 College Station
Brunswick, ME 04011-8441

Bowdoin